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ABSTRACT

This interim report covers the first phase of Project CAREER, which is a federally funded exemplary project in vocational education focusing on the career development process for the handicapped. An interdisciplinary career education team for each of three local education agencies (LEA's) was established, composed of a special education teacher, a vocational teacher, and an academic teacher. Coordinated by an occupational resource specialist in each LEA, the team's orientation was accomplished at a 1-week summer conference and 4-week workshops in each LEA. Preliminary planning was done for developing a career education resource center and integrated career education curriculums for handicapped students. Behavioral objectives and performance objectives are being developed and examined, a pilot demonstration unit will be presented in October 1972, and community support is being enlisted. Short courses for in-service training and pre-service college courses have been developed. A program evaluation by a third party evaluator, conclusions, recommendations, and a wide range of resource materials are provided. (Illustrations deleted due to marginal legibility.) (AG)

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The Commonwealth
of Massachusetts

Department of Education

PROJECT CAREER EDUCATION

INTERIM REPORT

Handicapped Component

July 1, 1972 - November 15, 1972

Division of Occupational Education

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INTERIM REPORT

Project No. V261011

Grant No. OEG-0-72-5170

PROJECT CAREER/CAREER DEVELOPMENT PROCESS FOR THE HANDICAPPED

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
Conducted Under
Part D of Public Law 90-576

Dr. Clifford W. Easton
Project Director

Mr. Sumner Rotman
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Project CAREER
301 North Main Street
Randolph, Massachusetts 02368

October 30, 1972

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The project reported herein was performed pusuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorhsip are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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October 30, 1972

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SUMMARY OF THE REPORT

II. Summary of the Report

A. Period covered - Phase I
July 1, 1972 - November 15, 1972

B. Goals and Objectives of Project CAREER/Handicapped - Phase I

Goals

1. To establish a Career Education Team in each LEA.

2. To establish preliminary steps for ascertaining which of Project CAREER's performance objectives are attainable by handicapped persons.

3. To design and demonstrate a Career Education curriculum based on behavioral objectives.

4. To develop procedures for integration of handicapped students in Career Education Resource Centers.

5. To increase support of and with Project CAREER/Guidance; community, state, federal agencies, industry, the home, and local school administrations.

Objectives

1. Project CAREER central staff (Administrator and Assistant Administrator) will plan with LEA Administrators regarding the selection and appointment of appropriate Career Education Teams by July 1st.

2. To review Project CAREER's behavioral objectives to ascertain how they might be utilized by handicapped persons.

3. The Career Education Teams will design and implement on a pilot basis a career education curriculum for their handicapped student populations on October 30 and 31st.

4. The Project CAREER central staff and Career Education Teams will establish a dialogue by October 1st with the LEA Directors of Special Education and appropriate prinicapls regarding preliminary methods which would lead to establishment of a Career Education Resource Center.

5. The Career Education Team will develop initial steps to establish a strong dialogue by November 1st. with the respective state and federal agencies, parents, industry, and other appropriate LEA Administrative personnel.

C. Procedures followed - Activities designed to implement objectives

1. Career Education Curricula

a. Establishment of interdisciplinary Career Education Teams was accomplished by developing and posting of job sepcifications in each LEA for the members of the team and the Occupational Resource Specialist, A sample job specification for O.R.S. and C.E.T. is included in Appendix A.

b. Orientation of the C.E.T. and O.R.S. to the aims and objectives of Project CAREER was accomplished at Westfield State College Summer Conference July 17-21. Preliminary plans were devised for the four week workshops.

c. The four week workshops were held in the respective LEAs and resulted in initial plans for a pilot demonstration unit based on CAREER Education curriculum. These plans were included in the Quarterly Report, September 13, 1972.

d. Schedules for future (weekly) meetings of O.R.S. and C.E.T. were developed in order to refine and further develop career education with Project CAREER User's Format. A sample of Project CAREER's Behavioral Objective design of a User's Format (the eventual data which will be offered to the classroom teacher.) is found in Appendix B.

e. A site for a Career Education Resource Center was chosen and preliminary plans made for design and utilization of the environment.

f. Through the efforts of the O.R.S., industry, community, state and federal agencies have been contacted for advice, resources and support in developing career education curricula and resource center.

g. A pilot demonstration unit will be presented on October 30, 1972 at Milford and Blue Hills Public Schools and on October 31, at the Springfield Public School utilizing the Career Education Curricula thus far developed.

h. A pupil analysis of each of the LEA student population was developed and is noted in Table I. (Tables are found in Appendix N)

2. Review of Behavioral Objectives with Handicapped Students in mind.

a. The performance objectives developed and collected by Project CAREER and written in 3 part Mager format (i.e. condition, performance and extent) are in the process of being validated by personnel in the respective occupations.

b. The validated behavioral objectives will be further reviewed by specialists with their fields of disability in mind ascertaining whether the behavioral objectives can be attained by a specific handicapped population (i.e., blind, deaf, mentally retarded, physically impaired, emotionally disturbed, and speech impaired).

c. At a Consultants' meeting September 14, 1972, such experts were given an orientation to Project CAREER and Project CAREER/Handicapped goals and objectives - establishing dialogue with the C.E.T.'s and O.R.S.'s.

d. October 12, 1972, specialists were assembled for examination of Behavioral Objectives and trial review via coding system established.

The gradations of the handicapped population were presented and a copy of the coding definitions and instructions for review of behavioral objectives are included in Appendix C.

e. After initial review of the behavioral objectives, those items judged unattainable by handicapped persons will be examined further and reviewed for modification and revision so as to make them attainable.

3. Public and Private Resources

a. The three O.R.S. have been made preliminary contacts with key representatives from the area in the fields of industry, community, state and federal agencies, and parents to establish an Advisory Committee for Project CAREER/Handicapped in each LEA.

The names and addresses of those members who have pledged their support are included in Appendix D.

b. The three O.R.S. have contacted local firms and agencies in order to secure advise, resources and support. (See Appendix E).

c. Through C.E.T. meetings and other specially organized meetings, (Refer to Table II), the administrative personnel in the LEAs have been kept abreast of plans of the pilot demonstration unit and the extended implementation of the career education curricula, in January, 1973. The administration has expressed its interest in the successful continuation of Project CAREER/Handicapped program and spread of the concept to other schools and classes within their system: Appendix F includes written endorsement by school administrative personnel within the LEAs.

d. Project CAREER authorized the development of an Ad Hoc Handicapped Sub-Committee composed of Project CAREER Advisory Council Members in order to establish a greater participation of support from the Massachusetts state government and industry. The statement of mission of this Sub-committee appears in Appendix G.

4. Placement and Follow-up

a. Selection of students for pilot demonstration unit is a process being conducted in each LEA on the basis of information in student file; empirical observation of students, and on teacher referral and recommendations.

b. Additional selection of students for the Career Education Project will be made with the aid of inputs from Project CAREER/Guidance. Meetings are being planned with Guidance Coordinators and O.R.S. personnel to ensure that the Career Information center will be designed for use by handicapped students along with non-handicapped students. A beginning interface of the two components is being planned in the Springfield LEA.

c. Definite placement and follow-up procedures into the community work force are not applicable to Phase I.

5. In-Service Training Sessions

a. A resident intern, James McDonnell, from the University of Massachusetts has ascertained, via questionnaire and actual visitations, the specific needs of LEA staff in terms of basic Career Education information, establishment of behavioral objectives, and Career Education curriculum implementation.

b. James McDonnell has scheduled mini-courses, based on these needs. A sample course outline and a schedule of these meetings can be found in Appendix H.

6. Pre-Service Training Sessions

a. James McDonnell has been charged with the establishment of a graduate course at the University of Massachusetts regarding Career education for the handicapped.

b. The course will be given in the Spring, Summer, Fall '73 and again in the Spring of 1974. The ultimate aim is accredidation of this course.

c. A brochure explaining the nature of the course is being developed by James McDonnell in order to stimulate interest in this area.

d. Both the mini-courses and graduate level course have the sanction of the University of Massachusetts as evidenced by the endorsement of Dr. Kenneth Ertel, Chairman, Department of Occupational Education which is noted in Appendix I.

7. Dissemination

a. The data will be available on computer tape - validated: coded for the handicapped population modification procedures will be developed by the Consultants and C.E.T.'s regarding those behavioral objectives which have been previously classified as unattainable.

b. Project CAREER/Handicapped will utilize media coverage at appropriate intervals (i.e., October 30, 31 and January 1973).

D. Results and Accomplishments

1. The solidarity and whole hearted efforts of the Career Education Teams under the direction of the O.R.S. to design and implement a pilot demonstration unit must be cited as the foremost feature of the first phase. The C.E.T. have each chosen a feature of career education namely:

Milford - Awareness
Blue Hills - Exploration
Springfield - Exploration

and have identified an occupational focus for the initial unit:

Milford - Cafeteria - food services
Blue Hills - Supermarket
Springfield - Market Sales.

2. The C.E.T. teams have secured the increasing support of their administration through their enthusiastic presentations of Career Education Curricula.

3. The reception of career education at Milford has been appreciably enhanced by the skillful work of Mrs. Anna Lipworth, specialist in creative movement. Refer to Appendix J for inclusion of Mrs. Lipworth's paper which came to fruition as a result of her work in Milford.

4. Mr. Rodger Kingston aided in media presentations at the Blue Hills LEA. Mr. Kingston developed a 20 minute slide-tape presentation on an over-view of the supermarket as a potential site wherein Handicapped persons can receive jobs. The slides were actually taken in Fernandes Supermarket which is the community contact for the Blue Hills LEA.

5. The preparation and design of a Career Education Resource Center in each LEA is another monumental accomplishment. Illustration I depicts the environments prior to the Project's inception. (Illustrations are found in Appendix O)
Illustration II depicts the changing Career Resource Center environments as they are being modified.

Illustration III depicts specific future plans for Career Education Resource Centers, to be enacted by January, 1973.

6. A brochure developed by the O.R.S. and C.E.T. reflects the continuity of program in each LEA and suggests the surmounting unique problems in their respective environments.

7. Dinner meeting with C.E.T. and consultants initiated their involvement with each other and opened lines of communication for future interaction in terms of the behavioral objectives.

8. Preparation for January full time implementation has been concurrent with and synonymous with the pilot demonstration Oct. 30-31, 1972. Results of the demonstration will be given full consideration when planning for January.

9. The establishment of a parental consent form was initiated by the C.E.T. and plans are being made to have appropriate meetings with the parents by November 15. (Note Appendix K).

10. Project CAREER is in the process of establishing a management document which specifies the administrative and organizational procedures of each component. The management document of the Handicapped Component will be forwarded to Washington and Regional B.A.V.T.E. personnel under separate cover.

E. Evaluation

Evaluation of Phase I was performed by a third party evaluator, Mr. Robert Reid of Psychometrics Inc., Box 534, Falmouth, Massachusetts 02540. The results of this evaluation are included in Appendix L

F. Conclusions and Recommendations.

1. Conclusions

a. Interdisciplinary approach to establishing Career Education curricula reflects desirable effects. C.E.T.'s are composed of a special education teacher, a vocational teacher and academic teacher. This team composition expedites interchange of all disciplines and ultimately facilitates articulation of career education concept to other staff members.

b. In-service training needed on regular basis to wean teachers away from strong alliance with discipline and foster appreciation of career education orientation.

c. Expect that career education for the handicapped will greatly enhance the employability as well as expand their "career horizons."

d. There is a need for continued collaboration with industry which will be expedited by the behavioral objective approach.

e. Career Education for the handicapped is a new concept that requires team effort of not only all disciplines but with various types of school systems (i.e. comprehensive and vocational technical schools). Our Blue Hills LEA is in a feeder school district of Blue Hills Regional Vocational Technical School - namely, North Junior High School, Randolph, Massachusetts.

2. Recommendations

a. Administrative Involvement

In each of the three LEA's it has become quite clear that there is a significant need to coordinate the progress of the component with the respective administrative personnel (i.e. principals, director of Special Education, Director of Pupil Personnel Services and the Assistant Superintendent).

b. Involvement with Industry

The three O.R.S.'s have initiated preliminary contacts with local industry regarding securing of appropriate training guides and enlisting their cooperation in having their business function as a training site. This particular kind of activity will increase markedly in Phase II.

c. Review of behavioral objectives

Project CAREER's behavioral objectives will be intensively examined by the Components Consultants and strong efforts will be made to increase the efficiency of the LEA teams to develop more effective behavioral objectives.

d. Increased Participation of different Handicapped Students

Project CAREER in cooperation with the LEA teams will effect a concerted drive to introduce the mechanics of having handicapped students from state and private institutions return to the three LEAs. This objective will enhance the possibilities of increasing services to each respective handicapped.

BODY OF THE REPORT

III. Body of the Report

A. Problem area toward which the project was directed.

The concept of career education for the handicapped toward which Project CAREER/Handicapped's efforts are directed, is a relatively new and innovative idea. Prior to this time, education for the handicapped was primarily of an academic nature, the scope of which was limited and often "watered-down". Vocational training, where offered, involved exposure to a narrow field of occupations and often lacked the necessary follow-up procedures to help the handicapped make the transition from school to the "world-of-work."

The President's Commission on Employment of the Handicapped and the President's Commission on Mental Retardation have jointly concluded that:

> "Education and training of a mentally retarded person should be vocationally orientated from their beginning. They should be pointed toward the kinds of jobs that will actually exist in the area in coming years. And school programs of education and training for the retarded should be flexible enough to develop good work skills and attitudes in the broad range of ability levels among the retarded who can benefit from school programs. These programs should also continue up to the point at which the retarded individual moves into the job he will hold (no gap beween training and work), with counseling assistance continuing as needed at least until the new worker is demonstrably adjusting well to his working condition co-workers, and being on his own."

Confirming the need for improved services for the handicapped were remarks made by Senator Edward Brooke (Massachusetts) in a speech prepared for a Unity Day Breakfast, October 8, 1972. Senator Brooke revealed that of the 6 million school age handicapped children in the United States, 60% are not receiving special assistance. He went on to indicate that in the Commonwealth, only 57% of the state's 111,000 handicapped children are receiving adequate education. And, as indicated earlier, the training that is offered the handicapped population is rarely career oriented.

The two most common aguements against the validity of occupational training of the handicapped have been non-availability of jobs for handicapped persons once they are trained and the burden of increased insurance rates for employers of the handicapped.

Addressing himself to the concern of availability of jobs for handicapped persons, Mr. Fred Krause, active executive director of the President's Committee on Mental Retardation indicated that a careful examination by his committee and the President's Committee Employment of the Handicapped revealed "an unmet demand for unskilled and semi-skilled workers - 65,000 openings for jobs at eating places alone."

The questions of increased insurance rates for companys' employing the handicapped was recently examined by the Massachusetts Committee on the Employment of the Handicapped. A report by the Insurance Sub-Committee on September 13, 1972 stated that:

> "As far as we can determine, no group insurance carrier restricts an employer from hiring or obtaining group insurance coverage for an individual employer applicant or any category of applicant. . .
>
> Except for the very small employer, the premium rate resulting from poor claim experience on the part of any one handicapped person - or any non-handicapped person for that matter - would be so small as to be insignificant and certainly not large enough to justify denying employment to anyone."

Thus, recent reports refute the two most powerful arguements against training and employment of the handicapped. Indeed, in many instances Krause points out that the handicapped get a great deal of satisfaction and feeling of achievement out of jobs that others may see as tedious.

A search of the 50 states, of various nationally known public and private agencies, and of a representative number of business industry and organizations has thus far, revealed a paucity of career education materials for the handicapped using a behavioral objective approach. Furthermore, many organizations indicated an earnest desire to receive the curricula products Project CAREER/Handicapped is presently developing.

Project CAREER/Handicapped has responded to the conclusions of the President's Committees and the apparent dearth of career education materials for the handicapped throughout the country by committing itself to the development of career education curricula for all handicapped persons based on behavioral objectives in current, new and emerging occupations. Such an approach will provide for handicapped students an opportunity equal to that of non-handicapped students to be exposed to the world of careers, to learn about various occupations that exist and to develop the prerequisite skills and knowledges they call for.

B. Goals and Objectives of the Project

1. To establish an interdisciplinary Career Education Team each of the three LEAs composed of a special education teacher, a vocational and an academic teacher. The team will be coordinated by an Occupational Resource Specialist in each LEA.

2. To establish preliminary steps for ascertaining which of Project CAREER's performance objectives are attainable by handicapped persons. Appropriate experts in various fields of disability (i.e. blind, deaf, mentally retarded, physically impaired, emotionally disturbed and speech impaired) will review behavioral objectives according to their specific area of expertise.

3. To design and demonstrate on October 30 and 31 a career education curriculum based on behavioral objectives and suited to the occupational and economic needs of each particular LEA.

4. To develop procedures for successful integration of persons with disabilities along with non-handicapped persons in a Career Education Resource Center.

5. To increase support of and involvement with Project CAREER/Guidance, community, state and federal agencies, industry, home, and local school administration by reciprocal information sharing and continuous dialogue.

Objectives

1. Project CAREER central staff (Administrator and Assistant Administrator) will plan with LEA Administrator regarding the selection and appointment of Career Education Teams by July 1st. Develop and post job specifications in each LEA in June 1973 so that handicapped component staff members might be included in the Westfield State Summer Conference.

2. To review Project CAREER's behavioral objectives to ascertain how they might be utilized by handicapped persons. To set up as appropriate system for experts in the various handicapped disabilities to examine and code the behavioral objectives.

3. The Career Education Teams will design and implement on a pilot basis a career education curriculum for their handicapped populations on October 30 and 31st in order to be viewed and evaluated by appropriate personnel from Washington.

4. The Project CAREER central staff and Career Education Teams will establish a dialogue by October 1st with the LEA Directors of Special Education and appropriate principals regarding preliminary methods which would lead to establishment of a Career Education Resource Center.

5. The Career Education Teams will develop initial steps to establish a strong dialogue by November 1st with the respective state and federal agencies, parents, industry, and other appropriate LEA administrative personnel.

C. General Project design and Procedures followed:

The first Phase of Project CAREER/Handicapped encompassed a brief five-month period of time which necessitated a concentration on the establishment of administrative procedures and orientation of LEA personnel to overall Project CAREER/Career development aims and objectives. Project CAREER/Handicapped is an "appendage" of Project CAREER/Career development and as such is required to adhere to its basic design as well as be dependent upon Project CAREER for the behavioral objectives which are central to the career education curricula.

The Career Education Teams were established on July 1st for Project CAREER's Summer Conference at Westfield July 16-21, 1972. Each team emphasized an interdisciplinary approach by the nature of its construction, A special education teacher acts as a Master teacher, and as such will teach the pilot class on a full time basis in January. The other two members of the team are an academic and a vocational teacher, who are 20% time personnel. These teachers not only offer assistance to the Master Teacher but are charged with "spreading the word" of career education to the other LEA staff. The Occupational Resource Specialist coordinates the teams efforts, and interfaces between the LEA school staff and outside public and private agencies.

In Springfield this design is varied with the O.R.S. offering a specialty in vocational education and the master teacher being assisted by two academic teachers (An organizational chart was included in the Quarterly Report, September 13, 1972).

All the positions were occupied in the LEA by the posting of job specifications and the choosing of personnel being made specifically from within that school system.

The selection of the Career Education Teams and the Occupational Resource Specialist prior to the Summer Conference and 4-week Summer Workshop back in the LEAs allowed the Handicapped Component to intimately interface with Project CAREER, Career secondary staff and Project CAREER/Guidance personnel from the inception of such teams and their work on development of career education curricula.

Each C.E.T. was charged at the Summer Conference to chose a feature of career education upon it desired to focus and upon which it would develop a pilot demonstration unit. The areas chosen are:

Blue Hills - Exploration
Milford - Awareness
Springfield - Exploration

The 4 week workshop gave the C.E.T. time to perform an occupational and economic needs analysis in order to chose a career environment thrust for their pilot demonstration units. Their selections are:

Blue Hills - supermarket
Milford - cafeteria and food preparation
Springfield - marketing sales

Also determined at that time was the site of the Career Education Resource Center and the preliminary composition of the class. The three LEAs chose to initiate the program with a class of 8-12 educable mentally retarded students (refer again to Student Analysis Data - Table I). The sites of the C.E.R.C. will be:

Blue Hills - North Jr. High School - Randolph, Mass.
Milford - Spruce Street Elem. School - Milford, Mass.
Springfield - Chestnut Jr. High School - Springfield, Mass.

The C.E.T. and O.R.S. have devoted the time between the Summer Conference and pilot demonstration date - October 30 - 31, 1972 to articulation with appropriate industry contacts; establishment of public and private resources and "selling" of career education to other LEA personnel, both administrative and instructional staff. More especially, the C.E.T. have been concerned with developing a career education curricula with a behavioral objective format and the designing of a Career Education Resource Center.

The activities of the C.E.T. personnel have been monitored and directed by the Project Administrator, Mr. Sumner Rotman and his assistant, Ms. Patricia Leonard. As indicated in Table II, frequent formal meetings have been established both in the Project CAREER Office and in the actual LEA systems.

Informal dialogue and conferences, through not recorded in Table II, were carried on periodically as special concerns arose.

In addition to overseeing LEA activities, the administrative staff were concerned with developing a viable system for reviewing the validated behavioral objectives with the handicapped in mind. Consultants were enlisted and briefed as to their essential role in this "coding" process. Definitions of the various disabilities were established and planned for inclusion on Project CAREER's print-out.

Instructions, were developed for reviewing the behavioral objectives with specific handicapped persons in mind. A preliminary dinner meeting, Sept. 14, 1972, set the tone for enlisting the cooperation of consultants. An actual trial review of behavioral objectives was held on October 12, 1972 at the Project CAREER Office.

The Consultants were pleased to note the extent of this work and collectively they stated that in their experiences this kind of examination of the capabilities of handicapped students has not been demonstrated in the literature or in recent Projects throughout the country. Project CAREER can substantiate this by noting that in view of the responses for educational materials for the handicapped its design is yet to be duplicated. Projects in Vermont, Florida, Cincinnati and Ohio hold promise; Project CAREER/Handicapped will examine these projects in the near future.

Realizing the strong need for commitments from public and private resources, the role of O.R.S. has been defined specifically as an interfacing agent between such resourses and the LEA school staff. Advisory Councils have been tentatively established with such personnel in mind from the three LEAs.

Sidney Snegg, Occupational Resource Specialist from Springfield, for example, has had favorable results from his contacts with the Chamber of Commerce. He is also being considered to become a member of the Massachusetts Rehabilitation Commission local area board in order to insure that career education is not carried on in a vacuum at the C.E.R.C. at Chestnut Junior High School.

By January, a Steering Committee will be formed for the Handicapped Component which is composed of key personnel from the 3 LEA Advisory Councils. This technique of organization will help increase "cross fertilization" of ideas from each LEA. The worth of such committees cannot be underestimated in terms of potential sources of employment, sources of equipment and technical assistance as well as in keeping the component leaders aware of other current and parallel activities that are able to be utilized for assistance.

Another dynamic aspect of the Handicapped Component has been the establishment and presentation of in-service training sessions to the LEA Career Education Teams. The Resident Intern, James McDonnell, a doctoral candidate in Occupation Education at the Univeristy of Massachusetts, has prepared and will present a series of mini-courses related to a behavioral objective approach to career education for the handicapped and new perspectives for dealing with children with special needs. The Resident Intern's activities are a reflection of the types of learning experiences of the E.P.D.A. grant currently being administered by the Department of Occupational Education under the direction of Dr. Rodger Peck, Chairman of the Leadership Development Program.

The initial content of the mini-courses was based on a needs survey by James McDonnell conducted via questionnaires to each LEA. A number of papers were collected and/or especially written for the courses which are expected to function for 3 hours per session. The papers represent a continuum of sophistication with behavioral objectives ranging from definitions and explanations of behavioral objectives on a primitive level to the application of behavioral objectives into an instructional system based on a criterion reference scale. Also included are papers dealing with the dynamics of and new directions in educating children with special needs.

The flexibility of these courses will insure relevance for each LEA and will provide meaningful training for all LEA staffs. The LEA staffs career educational growth will be measured on a pre and post instrument as an evaluation of the course effectiveness.

The Center for Continuing Education at the University of Massachusetts has expressed interest in accreditation of these mini-courses; allowing one credit each for the Fall, Spring, and Summer sessions - a total of 3 credits by Sept. 1974. Although accreditation of a graduate level course was part of the long-range plan, such sanctioning of the mini-courses at this point in time will be indeed noteworthy. Apparently, the worth of such an undertaking is obvious even in the developmental stages.

James McDonnell's learning experiences in the E.P.D.A. Program interface strongly with the activities performed for Project CAREER/Handicapped in developing leaders in the field of education who can understand and articulate the need for career education for the handicapped.

Pre-serivice training sessions, based on lessons learned in the mini-courses, will be offered to persons preparing for teaching careers. In this way, new teachers will be familiar with the behavioral objective approach to career education for handicapped prior to employment and will be better prepared to utilize Project CAREER's data as it becomes available. A brochure announcing the availability of such a course will be forthcoming in the near future.

D. Results and Accomplishments

Within the limits of a brief five month time frame, Project CAREER/Handicapped has fostered the creation of pilot demonstration units in each of the three LEAs which are expected to increase in scope during the second phase of the project. The sincere and tireless efforts of the Career Education Teams to develop these pilot units must be acknowledged as the foremost feature of Phase I.

Career Education Curricula

The teams were oriented to the career education concept at the Summer Conference in July; developed an over-all strategy for the 4 week workshop; created a general outline for their pilot unit during that workshop; and expended the curricula utilizing a behavioral objective approach. Samples of these behavioral objectives in 4-part Mager format are included in Appendix M.

Concurrently with the development of the curricula, the Career Education Teams paved the way for school administrative support to a career education approach by their enthusiastic presentations of Project CAREER to their respective LEA staffs.

As noted in Table II, a number of formal meetings were established with the Career Education Teams during this phase.

Career Resource Environment

The main focus of the teams' efforts has been the development of the Career Education Resource Center as an environment in which the behavioral objectives can actually be utilized by the Master Teacher. The instructional strategies will be further complemented by an appropriate community site such as a supermarket, a local restaurant and a department store.

Resident Intern's Mini-Courses

The Resident Intern, Mr. James McDonnell, has added considerably to the in-service training of the LEA staff. The mini-courses he has developed on career education for the handicapped have been enthusiastically received in the Milford LEA and are presently being seriously considered for accreditation by the Center for Continuing Education at the University of Massachusetts. The Career Education Teams have expressed the desire for other instructional staff members in their LEAs to be permitted to attend these mini-courses.

The mini-courses will add another dimension to the dissemination and acceptance of a career education program for the handicapped by exposing other staff members to the concept. Thus, the courses cannot only better prepare the Career Education Teams to complete their objectives, but also help orient other teachers to the concept establishing the ground work for future expansion of the process.

Consultants

The consultants' dinner meeting and meeting in the Project CAREER office helped to acquaint our specialists with the process and establish initial steps towards understanding the scope of the Handicapped Component's tasks (i.e., coding and modifying the behavioral objectives). Project CAREER/ Handicapped has secured the wholehearted support of these specialists who

have expressed the opinion that Project CAREER/Handicapped's efforts are unique and worthy of pursuit, and have noted that within their collective experience, this process for establishing the capabilities of the handicapped has never been attempted before throughout the country.

Graduate Intern

Miss Georgette Sheeri, a graduate student from Boston University, Department of Special Education, Boston, Massachusetts has recently been assigned to the Project CAREER/Handicapped on an intern basis. Miss Sheeri will assist in the examination and dissemination of career education materials which are being collected from a search of 50 states and a variety of organizations across the country. To date, approximately 20 responses have been received with an average of 15% of the materials being directly applicable to our approach. It must be mentioned, however, that in none of the states has a duplication of Project CAREER/Handicapped efforts been found.

Miss Sheeri will analyze the data and present the applicable materials to the LEA Teams. In this manner, we can be certain that maximum use is made of other projects' efforts and that the teams have all the most recent data on career education for the handicapped in the most useable and concise fashion. A selection of outstanding programs will be noted, and appropriate dates will be arranged for the administrative staff and LEA teams to conduct on site visitation.

E. Evaluation

Mr. Robert Reid, Psychometrics, Inc., has completed a third party evaluation following the guidelines described in "Preparing Evaluation Reports: A Guide for Authors." The results of this evaluation are noted in Appendix L.

F. Conclusions and Recommendations

1. Based upon the apparent efficacy of a Career Education Team approach in the LEAs, the Project Administrator and Assistant Project Administrator will attempt to help other schools in those LEAs develop such inter-disciplinary relationships.

2. Since Mr. James McDonnell's mini-courses have been so enthusiastically received in the LEAs, plans are being made to include other members of the instructional staff. The University of Massachusetts, Amherst, is considering the establishment of a Career Education Workshop in January for school administrators. Project CAREER's program will be the nucleus of that workshop.

3. The occupational areas initially selected for the demonstration units are expected to broaden as Project CAREER's behavioral objectives become available.

4. The project expansion of the occupational areas will foster greater contact with industry in support, advice and resource capacities.

5. The fact that a career education concept for the Handicapped has received the approval of the administrative staff of three types of school environments (note Appendix F) lends credence to the transportability of that concept in Phases II and III. Each LEA with its own unique set of logistical problems has attempted to solve the problematic issues and establish a workable Career Education Resource Center in a manner that is economically feasible.

Implications

1. The composition of the Career Education Team (Special education, academic and vocational teacher) reflects the ability of major departments to work together toward a curricula that involves the central disciplines of a school system.

2. Industry, heretofore, has not had an opportunity to impact upon what is being taught in the classroom. A career education approach based on validated behavioral objectives insures that industry will have a part in the creation of the curricula as well as in the implementation of that curricula.

3. Since the Commonwealth of Massachusetts' Division of Special Education endorses the return of handicapped students from private and state institutions, Project CAREER/Handicapped's concept of inclusion of handicapped students from other disability groupings into the Career Education Resource Center is in concert with the Commonwealth's plan. The coded behavioral objectives will enable the regular teaching staff to be better prepared to instruct all persons with special needs.

Project Director

Project Administrator

November 14, 1972
Date

APPENDIX A

JOB SPECIFICATIONS

Occupational Resource Specialist

Career Education Team

APPENDICES

A. Job Specifications - O.R.S. - C.E.T.

B. Project CAREER's Behavioral Objective Format

C. Coding Definitions and Instructions for Consultants Review of B.O.s

D. Names of Projected LEA Advisory Council Members

E. Sample of Firms and Agencies Contacted by O.R.S.

F. Endorsement by LEA School administration

G. Handicapped Sub-Committee - Mission Statement

H. Course Outline and Schedule of In-service Training Sessions

I. Endorsement of Mini-Courses and Accredited Career Education Course

J. Mrs. Anna Lipworth's Paper on Creative Movement

K. Parental Consent Form

L. Evaluation by Third Party

M. Sample Behavioral Objectives from the Milford LEA

N. Tables

Table I

Table II

O. Illustrations

Illustration I

Illustration II

Illustration III

PROJECT
CAREER
COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

DR. CLIFFORD W. EASTON
DIRECTOR

301 NORTH MAIN STREET
RANDOLPH, MASS. 02368
TELEPHONE: 617-963-8653

JOB DESCRIPTION: Occupational Resource Specialist

Project Title: Project CAREER/Handicapped Component

Project Goals: The major goals of this project are to develop and evaluate a career education curricula for the handicapped which will be implemented in an integrated classroom setting and which will reflect the applicability of the parent Project CAREER's process for the handicapped student population.

General Job Description: The Occupational Resource Specialist is responsible to and under the cooperative direction of the Project Director and the Project Administrator. The Occupational Resource Specialist will be the Coordinator of a Career Education Team within each of the LEAs. This team will be composed of three instructional specialists: special educator, vocational educator, and/or industrial arts educator; and an instructor of academic subjects.

It will be the responsibility of the Occupational Resource Specialist to select and supervise the Career Education Team within the LEA. He will be expected to assist the Team in implementing a model career education program based upon one of the career education phases, namely, Awareness, Exploration and Skill Development. He will also be expected to work cooperatively with the various members of his Advisory Committee, the Project's Steering Committee, and the Consultants who are associated with the porgram.

Qualifications:

1. The Occupational Resource Specialist should have an advanced degree in special education, vocational education, and/or counseling.

2. Experience should include a minimum of five years in public school education with specific emphasis where possible in: (1) special education; (2) vocational education; (3) counseling; (4) administration and supervision; (5) curriculum development; and (6) elementary and secondary teaching.

3. The nature and demands of the Handicapped Component will necessitate a working knowledge of computer services, occupational information, student placement programs, and career education.

4. Facility with writing and using curricular materials in behavioral objective format.

5. Ability and experience in developing and preparing fundable proposals in such areas as special education and vocational education, or a myriad of appropriate innovative educational procedures.

6. Experience in planning and conducting in-service programs for teachers and/or counselors.

7. Some knowledge of research techniques.

8. Energetic, ambitious, diplomatic.

Period of work: This is an 11-month position with one month paid vacation. A regular work week consists of 5 days and forty hours, with any additional hours as needed to properly perform the duties of the position.

Salary Rate: Salary is $14,000 for the first year with a maximum of a 10% increase yearly. Appropriate and reasonable fringe benefits will also be provided.

To Apply: Please send a letter of application, credentials, supportive material, and the names and addresses of three professional references to:

Dr. John E. Deady
Superintendent of Schools
Springfield Public Schools
Central Office
195 State Street
Springfield, Massachusetts 01103

THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

May 30, 1972

NOTICE OF VACANCY

TITLE: Occupational Resource Specialist, Project CAREER - Handicapped Component

APPLICATIONS: Should be addressed to Dr. Helen N. Theinert, Assistant Superintendent for Personnel and Research, 195 State Street, Springfield, Massachusetts 01103 by June 13, 1972.

WORK YEAR: Twelve months with 22 days of vacation

EFFECTIVE DATES OF EMPLOYMENT:
A. Summer workshop July 16, 1972 - August 18, 1972
B. September 1, 1972 - November 1, 1973

SALARY: Category I, $13,855 - $16,355 plus 5½ percent increase for 1972

DUTIES: The major goals of this project are to develop and evaluate a career education curricula for the handicapped which will be implemented in an integrated classroom setting and which will reflect the applicability of the parent Project CAREER's process for the handicapped student population. The Occupational Resource Specialist:

1. Is responsible to and under the cooperative direction of the Project Director and the Project Administrator.

2. Will be the Coordinator of a Career Education Team within each of the Local Education Agencies. This team will be composed of three instructional specialists: special educator, vocational educator, and/or industrial arts educator; and an instructor of academic subjects.

3. Will select and supervise the Career Education Team within the Local Education Agency.

4. Will assist the Career Education Team in implementing a model career education program based upon one of the career education phases, namely Awareness, Exploration and Skill Development.

5. Will work cooperatively with the various members of his Advisory Committee, the Project's Steering Committee, and the Consultants associated with the program.

QUALIFICATIONS:

1. Be a teacher at Chestnut Street Junior High School currently or on September 1, 1972

2. An advanced degree in special education, vocational education and/or counseling.

3. At least five years experience in public school education with specific emphasis where possible in: special education, vocational education, counseling, administration and supervision, curriculum development and elementary and secondary teaching.

4. Possess a working knowledge of computer services, occupational information, student placement programs and career information.

5. Facility with writing and using curricular materials in behavioral objective format.

6. Ability and experience in developing and preparing fundable proposals in such areas as special education and vocational education, or a myriad of appropriate innovative educational procedures.

7. Experience in planning and conducting in-service programs for teachers and counselors.

8. Some knowledge of research techniques.

9. Energetic, ambitious, diplomatic.

10. Certification by the State Department of Education as a special education teacher, vocational education teacher, or counselor.

PROJECT
CAREER

COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

DR. CLIFFORD W. EASTON
DIRECTOR

301 NORTH MAIN STREET
RANDOLPH, MASS. 02368
TELEPHONE: 617-963-8653

JOB DESCRIPTION: Career Education Team
for the Handicapped

Project Title: Project CAREER/Handicapped Component

Project Goals: The major goals of this project are to develop and evaluate a career education curricula for the handicapped which will be implemented in an integrated classroom setting and which will reflect the applicability of the parent Project CAREER's process for the handicapped student population.

General Job Description: The members of the Career Education Team constitute a special educator, vocational educator, and/or an industrial arts educator and an instructor of academic subjects. These individuals will be responsible to the Occupational Resource Specialist and will function as the primary agents regarding the implementation of the career education curricula.

The Career Education Team will work under the jurisdiction of the Occupational Resource Specialist, and under the general supervision of the Project Administrator and Assistant Project Administrator. The Team will be charged with the major responsibilities of developing and implementing a career education curricula based upon one of the career education phases, namely, Awareness, Exploration, and Skill Development. The members of the Team will also function as the primary agents within the school system who will serve as dynamic advocates of career education for the handicapped.

Qualifications:

1. The Career Education Team should have advanced degrees in special education, vocational education and/or counseling.

2. Their experience should include a minimum of three years in public school education with specific emphasis where possible in: (1) special education; (2) vocational education; (3) counseling; (4) administration and supervision; (5) curriculum development; and (6) elementary and secondary teaching.

3. The nature and demands of the Handicapped Component will necessitate a working knowledge of computer services, occupational information, student placement programs, and career education.

4. Possess a working knowledge of computer services, occupational information, student placement programs and career education.

5. Facility with writing and using curricular materials in behavioral format.

6. Ability and experience in developing and preparing fundable proposals in such areas as special education and vocational education, or a myriad of appropriate innovative educational procedures.

7. Experience in planning and conducting in-service programs for teachers and/or counselors.

8. Some knowledge of research techniques.

9. Energetic, ambitious, diplomatic.

10. Certification by the State Department of Education as a special education teacher, vocational education teacher, secondary teacher or counselor.

THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

May 30, 1972

NOTICE OF VACANCY

TITLE:	Career Education Team for the Handicapped. Project CAREER - Handicapped Component (3 Positions)
APPLICATIONS:	Should be addressed to Dr. Helen N. Theinert, Assistant Superintendent for Personnel and Research, 195 State Street, Springfield, Massachusetts 01103 by June 13, 1972.
WORK YEAR:	Regular teachers' schedule
EFFECTIVE DATES OF EMPLOYMENT:	A. Summer workshop July 16, 1972 - August 18, 1972 B. September 1, 1972 - November 1, 1973, plus after school hours to be scheduled.
SALARY:	Regular teachers' salary schedule, plus $135 per week during summer workshop and $6.50 per hour for work performed after school.
DUTIES:	The major goals of this project are to develop and evaluate a career education curricula for the handicapped which will be implemented in an integrated classroom setting and which will reflect the applicability of the parent Project CAREER's process for the handicapped student population. The Career Education Team for the Handicapped will: 1. Be directly responsible to the Occupational Resource Specialist and will function as the primary agents regarding the implementation of the career education curricula. Team members will consist of a special educator, vocational educator, and/or an industrial arts educator and an instructor of academic subjects.

2. Be responsible for developing and implementing a career education curricula based upon one of the career education phases, namely, Awareness, Exploration, and Skill Development.

3. Function as the primary agents within the school system who will serve as dynamic advocates of career education for the handicapped.

QUALIFICATIONS:

1. Be a teacher at Chestnut Street Junior High School currently or on September 1, 1972.

2. An advanced degree in education, special education, vocational education and/or counseling.

3. At least three years in public school education with specific emphasis where possible in: special education, vocational education, counseling, administration and supervision, curriculum development and elementary and secondary teaching.

4. Possess a working knowledge of computer services, occupational information, student placement programs and career education.

5. Facility with writing and using curricular materials in behavioral format.

6. Ability and experience in developing and preparing fundable proposals in such areas as special education and vocational education, or a myriad of appropriate innovative educational procedures.

7. Experience in planning and conducting in-service programs for teachers and/or counselors.

8. Some knowledge of research techniques.

9. Energetic, ambitious, diplomatic.

10. Certification by the State Department of Education as a special education teacher, vocational education teacher, secondary teacher or counselor.

APPENDIX B

Project CAREER's

BEHAVIORAL OBJECTIVE FORMAT

4.07 USER'S FORMAT

Condition(s) Given two sets of odometer readings from the same automobile, one set from using 6 gallons of high test gas and the other from using 8 gallons of regular gas.

Performance Calculate the miles per gallon for an automobile with 4 stroke internal combustion engine.

Extent Within 5 minutes calculate which gasoline gives highest MPG ratio.

Instructor _____ Date _____

Prerequisite Learning	Component Tasks	Environment	Concepts
Addition	1. Locate odometer	1. Live automobile The students if possible.	Molecular expansion
Subtraction	2. Record mileage shown on odometer	2. Static test engine	Molecular contraction
Multiplication	3. Identify regular gas	3. Odometer	Non compressibility of fluids
Division	4. Fill tank	4. Fluid measuring devices	Compressibility of gases
Fractions	5. Record gallons needed to fill tank	5. Gasoline ingredient chart	Standards of measure
Ratio	6. Calculate miles travelled		
	7. Identify high test gasoline		
	8. Calculate MPG		
	9. Identify larger of two numbers		

APPENDIX C

CODING DEFINITIONS AND INSTRUCTIONS

FOR CONSULTANTS' REVIEW OF BEHAVIORAL OBJECTIVES

Instructions for Reviewing Behavioral Objectives
With Handicapped Population in Mind

You as educators are aware of the gaps between the world of work and the educational curricula as taught in today's school systems. The federal government through the Massachusetts Department of Education, in particular through Project CAREER, is attempting to diminish and eventually erase these gaps. In order that education be made more relevant to society's needs, channels of communication must be opened between educators and industrial personnel.

In an attempt to open those channels, Project CAREER has obtained the services of industry and professional personnel to review and validate all of the enclosed performance objectives in terms of their actual applicability to the particular occupation they represent.

The goal of Project CAREER/Handicapped is to review these validated objectives with the various special populations in mind and code them as being able to be performed by individuals who are considered to be blind, deaf, mentally retarded, physically impaired, or emotionally disturbed. You have been selected for your particular expertise in the area of exceptionality and are being asked to review the enclosed objectives in terms of the following levels:

Deaf	Mentally Retarded	Blind
Prelingually Deaf	Trainable	Partially Sighted
Adventitiously Deaf	Educable	Blind
Hard of Hearing		

Speech Impaired	Physically Impaired	Emotionally Disturbed
Articulation	Quadraplegic	Moderate
Voice	Paraplegic	Severe
Rhythm	Hemiplegic	
	Single Amputee - Arm	
	Single Amputee - Leg	

Please refer to the enclosed behavioral objectives with only your particular specialty in mind.

If you estimated that the behavioral skill listed can be performed by a _____ individual, please place a check mark in the appropriate box which represents that an individual with that disability or degree of special need can perform that skill.

If there is no notation in the boxes, Project CAREER/Handicapped will assume that the particular behavioral skill is judged to be unattainable by that specific student population who exhibit special needs.

We extend our sincere appreciation for your time and cooperation in the important task of coding these behavioral skills for persons with special needs. If you encounter problems, please feel free to contact me at any time.

DEFINITIONS FOR HANDICAPPED CODING

I. Deaf

The Prelingually Deaf: Those who lost their hearing prior to the acquisition of language; auditory functioning is minimal and cannot be used for communication.

The Adventitiously Deaf: Those who lost their hearing after the acquisition of language; auditory functioning is minimal and cannot be used for communication.

The Hard of Hearing: Those who have lost part of their hearing; auditory functioning is sufficient and can be used for communication (with or without amplification).

II. Mentally Retarded: (defined by Dr. William Fitzgerald, Director of Psychological Services in memo, October 28, 1971 to members of group concerned with excluded children and state regulations)

Trainable: Shall mean retardation in development determined by evaluation to include, at least temporarily, severe delay in readiness or capacity to learn academically, inability to benefit in a structured group setting of more than eight children, or delay in attaining physical and social independence and behavioral reliability appropriate to age norms.

Educable: Shall mean retardation in development determined by evaluation less severe than Trainable and comprising the majority of children for whom educational services are to be provided under these regulations.

III. Blind

Partially Sighted: Those persons with 20/70 - 20/200 vision in the better eye with correction.

Blind: Those persons with less than 20/200 with correction or whose field of vision is significantly restricted.

IV. Speech Impaired

Articulation: Disorders characterized by the substitution, ommission, addition and distortion of the speech sounds.

Voice: Abnormality of the intensity, pitch or quality of speech tones.

Rhythm: Defective timing of the speech sounds.

V. Physically Impaired

Quadraplegic: Both arms and both legs involved.

Paraplegic: Legs involved.

Hemiplegic:	Lateral involvement.
Single Amputee - Arm	One arm involved
Single Amputee - Leg	One leg involved

VI. Emotionally Disturbed

Those persons who manifest the following symptoms:

1. Hyperactivity
2. Severe learning defects
3. Poor ability to cope with sexual and aggressive impulses
4. Other severe psychoneurotic or psychosomatic symptoms
5. Severe withdrawal
6. Mixed diagnostic, i.e., mental retardation and moderate to severe emotional disturbances.

Moderate to severe emotional disturbance is represented by a continuum of the above symptoms with the moderately emotionally disturbed generally exhibiting a few of the symptoms to a lesser degree and the severely emotionally disturbed generally exhibiting most of the symptoms.

APPENDIX D

NAMES OF PROJECTED

LEA ADVISORY COUNCIL MEMBERS

APPENDIX D

Names of Projected LEA Advisory Council Members

I. Blue Hills

a. Mr. Al LaRue
Massachusetts Rehabilitation Commission
Quincy District Office
Quincy, Massachusetts

b. Mr. David Ferreira
Manager, Fernandes Supermarket
Randolph, Massachusetts

c. Mr. Robert Sayrs
Director of Auxilary Pupil Services
Randolph Public Schools
Randolph, Massachusetts

d. Mr. John Carroll
Assistant Superintendent
Boston School for the Deaf
Randolph, Massachusetts

e. Mr. John Duarte
Personnel Director
Fernandes Supermmarket, Inc.
South Worcester Street
Norton, Massachusetts

II. Springfield

a. Mr. Frank Gulluni
Director
Springfield M.D.T.A. Program
Springfield, Massachusetts

b. Dr. Mary McLean
Supervisor
Special Education
Springfield Public School System
Springfield, Massachusetts

c. Mr. Thomas Ruscio
Professor
Springfield College
Springfield, Massachusetts

d. Mr. Louis Bachatti
Goodwill Industries
Springfield, Massachusetts

e. Sister Agnes Pyne
Associate Director of Education
Springfield Archdiocese
Springfield, Massachusetts

III. Milford

a. Miss Patricia Pearl
Personnel Manager
Grant's - Milford Plaza
Milford, Massachusetts

b. Mr. Gordon Walsh
Food Manager
Grant's - Milford Plaza
Milford, Massachusetts

c. Mr. & Mrs. William Scanlon
Resident Manager & wife
Rolling Green Complex
Milford, Massachusetts

d. Mr. Joseph Petty
District Supervisor
Massachusetss Rehabilitation Commission
Milford, Massachusetts

e. Mr. "Gus" Niro
Broker
A.A. Niro Realty
Milford, Massachusetts

APPENDIX E

SAMPLE OF FIRMS AND AGENCIES

CONTACTED BY O.R.S.

APPENDIX E

Sample of Firms and Agencies Contacted by O.R.S.

BLUE HILLS

1. Stop and Shop, Inc.
   Boston, Massachusetts

2. Angelo's Supermarkets, Inc.
   Marshfield, Massachusetts

3. Fernandes Supermarket, Inc.
   Randolph, Massachusetts

4. Mr. Joseph Burkhart
   Randolph Manufacturing Co.
   Randolph, Massachusetts

5. A and A Distributors
   Holbrook, Massachusetts

MILFORD

1. Miss Patricia Pearl
   Personnel Manager
   Grant's Milford Plaza
   Milford, Massachusetts

2. Mr. William Scanlon
   Resident Manager
   Rolling Green Complex
   Milford, Massachusetts

3. Mr. "Gus" Niro, Broker
   A.A. Niro Realty
   Milford, Massachusetts

4. Mr. Joseph Berrini
   Director of School Food Services
   Milford Public Schools
   Milford, Massachusetts

Cafeteria Staff:

Muriel Rose
Helen Caron
Marie Ciccarelli
Grace Cuzini
Mary D'Onofrio
Anita Iadarola
Nicolette Luchini
Lucy Frascotti

SPRINGFIELD

1. Mr. Scott
   Director of Personnel
   Stieger's Department Store
   Springfield, Massachusetts

2. Mr. Hamlin
   Personnel Director
   Atlantic & Pacific Grocery Stores
   Springfield, Massachusetts

3. Mr. R.G. McNair
   Victor Business Machines
   Springfield, Massachusetts

4. Mr. Herman Greenberg
   Pioneer Valley A.F. of L. and C.I.O. Council
   Springfield, Massachusetts

5. Mr. Angelo Salvatori
   Diamond International
   Springfield, Massachusetts

APPENDIX F

ENDORSEMENT BY

LEA SCHOOL ADMINISTRATION

MILFORD PUBLIC SCHOOLS
MILFORD, MASSACHUSETTS 01757

617-473-0505

October 12, 1972

Mr. Sumner Rotman
Project Administrator
Project Career/Handicapped
301 North Main Street
Randolph, Massachusetts 02368

Dear Mr. Randolph:

I am excited about the Project Career/Handicapped approach and I am eager to assist in the success of the program.

My staff at the school cafeteria in the Memorial School has already begun working with Mr. Primavera and the Career Education Team and we are looking forward to helping handicapped students to learn more about the food services occupations.

Very truly yours,

James M. Berrini

James M. Berrini
Director - School Food Services

JMBerrini/lf

Albert Steiger, Inc.

FOURTEEN SEVENTY SEVEN MAIN STREET
SPRINGFIELD, MASSACHUSETTS 01101

OPERATING THE FOLLOWING STORES
STEIGER'S — HOLYOKE
STEIGER'S — EASTFIELD
STEIGER'S — WESTFIELD
STEIGER'S — LONGMEADOW
STEIGER'S — SPRINGFIELD
STEIGER'S — SPRINGFIELD PLAZA

PROJECT CAREER
RECEIVED
OCT 1972
DIVISION OF
OCCUPATIONAL

Mr. Sumner Rotman
Program Career
301 North Main Street,
Randolph, Massachusetts

Dear Mr. Rotman:

Mr. Gnegg at Chestnut Junior High School in Springfield has asked me to write to you and tell you of the extent of our cooperation with Program Career.

On Tuesday, October 31, 1972 Mr. Gnegg will bring a group of youngsters into our store where they will be given a shortened version of our sales training class by our training director. This will include operation of the cash register and actually writing up a sales slip. The entire operation should not take more than two and one half hours.

Yours truly,

J. C. Scott
Coordinator, Personnel Services

October 25, 1972

RANDOLPH PUBLIC SCHOOLS

ADMINISTRATION BUILDING
40 Highland Avenue
RANDOLPH, MASSACHUSETTS 02368

THOMAS L. WARREN
SUPERINTENDENT

JOHN E. ZOINO
DEPUTY SUPERINTENDENT

October 10, 1972

Mr. Sumner Rotman, Director
Project CAREER/Handicapped
301 North Main St.
Randolph, MA 02368

Dear Mr. Rotman:

This is to inform that the Randolph Public School system is in sympathy with the intent and thrust of the CAREER/Handicapped Component and plans to continue co-operation in the effort to promote occupational education of children with special needs.

Yours truly,

Thomas L. Warren

Thomas L. Warren
Superintendent of Schools

TLW:pb

MILFORD PUBLIC SCHOOLS
66 SCHOOL STREET
MILFORD, MASSACHUSETTS 01757

617-473-0505

James J. Buckley, Jr.
Superintendent of Schools

Oct. 18, 1972

TO WHOM IT MAY CONCERN:

I have had contact with Mr. Paul Primaver's development of a career program for the mentally handicapped in the capacity of Building Principal and Elementary Supervisor.

I have great appreciation for what he is doing and highly endorse this program.

Anthony J. Cimino

ANTHONY J. CIMINO
SUPERVISOR OF ELEMENTARY EDUCATION
PRINCIPAL OF PINE STREET SCHOOL AND SPRUCE STREET SCHOOL

THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

Chestnut Street Junior High - 495 Chestnut Street 01107

Henry A. Kelly
Principal

Gerald R. Fortier
Assistant Principal

October 10, 1972

Mr. Sumner Rothman
301 North Main Street
Randolph, Massachusetts 02368

Dear Mr. Rothman:

It is my considered opinion that Project Career's progress in this school is good.

We have set aside two room, B-1 and B-2, one for classroom and one for resource center and psycho-motor training laboratory.

The project in this school under the able direction of Mr. Sidney Snegg is well under way with community contacts, and today lumber to renovate one of the rooms arrived. Assembly programs have been planned as well as field trips.

We at Chestnut are fully committed to the support of the handicapped in all categories.

Very truly yours,

Henry A. Kelly

Henry A. Kelly
Principal

HAK/lw

APPENDIX G

HANDICAPPED SUB-COMMITTEE

Mission Statement

PROJECT
CAREER
COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE

DR. CLIFFORD W. EASTON
DIRECTOR

301 NORTH MAIN STREET
RANDOLPH, MASS. 02368
TELEPHONE: 617-963-8653

M E M O R A N D U M

TO: Advisory Council - Handicapped Component

FROM: Sumner Rotman

SUBJECT: Statement of Mission of Task Force

DATE: September 20, 1972

The principal task which the Advisory Council Sub-Committee would have for the Handicapped Component would be to determine the methods and procedures by which Career Education for the Handicapped would become a viable concept within each of Massachusetts' public and private systems which have as their responsibility the education and training of students and adults.

Objectives:

1. Acquisition of substantial evidence as to warrant the need for allocation of considerable resources for Career Education for Handicapped. Due date - December 20, 1972.

2. Effect considerable discussion among public and private administrators regarding occupational potential of handicapped students and adult populations.

3. Initiation of colloquia, symposia and conferences regarding outstanding models of implementation of Career Education activities for Handicapped.

SR/clm

APPENDIX H

COURSE OUTLINE AND SCHEDULE OF

IN-SERVICE TRAINING SESSIONS

Curriculum Modular Packet

Instructional Objectives and their utilization in career education with special emphasis on children with special needs.

The material for this mini-course was prepared by the resident intern of Project Career Handicapped Component for the exclusive use of the Occupational Resource Specialist and the Career Education Team of the Springfield, Milford and Blue Hills School District.

James McDonnell Resident Intern
University of Massachusetts
Amherst, Massachusetts

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Schedule of Resident Intern's Mini Courses

Blue Hills

November 8	1:00 - 4:00 p.m.
November 14	1:00 - 4:00 p.m.

Milford

October 18	2:30 - 5:30 p.m.
November 15	2:30 - 5:30 p.m.

Springfield

November 6	2:35 - 5:35 p.m.
November 7	2:35 - 5:35 p.m.

APPENDIX I

ENDORSEMENT OF MINI-COURSES

AND

ACCREDITED CAREER EDUCATION COURSE

SCHOOL OF EDUCATION

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

Oct. 19, 1972

Clifford Easton
Project CAREER
301 North Main St.
Randolph, MA 02368

Dear Cliff:

We are pleased to cooperate with Project CAREER in the development of a "handicapped component" in our teacher education program. We are offering an extension course, (Career Education for Children with Special Needs), during the fall 1972 semester as part of the Project CAREER in-service program with the pilot school.

We intend to develop a regularly listed three credit course on "teaching the handicapped" to be offered in the summer session 1973. This course will be an outgrowth of our experiences with the extension course. It will be an accepted component of a master's degree program in the School of Education.

Sincerely yours,

Kenneth Ertel
Center Director

KE/jb

UMass - Amherst - Sch of Educ.
Office of Academic Affairs

LEARNING EXPERIENCE (LEX) PROFILE

SPRING 1973

INSTRUCTIONS

Instructions/guidelines should be read before filling out profile. Copies of instructions are available in room 123. Return profile to Academic Affairs Office after typed and coordinated through appropriate center.

A. LEX# (leave blank)	B. Modular Credit 100	C. Center/Prog. TPPC Prog. Prim. Occ Ed. Secon.

D. Name of LEX
SPEC. NEEDS
CAREER ED FOR CHILD. WITH.

E. Time Schedule
BY ARRGT
It will be taught as an extension course in the three pilot school sites of Project CAREER.

10/23

F. Capacity UG ____
G 20
TOTAL 20

G. Instructor (s)
Ken Ertel, Jim McDonnell

H. Office: Rm MONTAGUE
Phone 5436

I. Aim and Content of Learning Experience

To develop and implement a series of teacher preparation learning experiences in Career Education for Children with Special Needs. The students will explore curriculum practices; current trends and developments in special education; the new Mass. state laws pertaining to special education that will be implemented in 1974 and the implications of those laws for educators in the field of career choice and career education. Instructional systems will be explained as a learning strategy.

FALL

Organization: ○ Discussion ○ Lecture ○ Lab ○ Practicum ⊗ Seminar Other____

J. Certification Category

K. 700 level Equivalent Yes ⊗ No ○

L. Readings (Suggested/Required)

Writing Behavioral Objectives for Occupational Ed. ESCO
Writing Behavioral Objectives a Programmed Exercise for Beginners by David Hernandez.
Effective Teaching Strategies with the Behavioral Outcomes Approach by Muriel Gerhard
School psychologists journal Vol. 10
New State regs. in Special Ed. & others

M. Requirements (papers, exams, etc.)

outside readings, class attendance and small written exercises on instructional objectives for children with special needs.

N. Prerequisites

O. Lab Fee Amount: $ ____
Use:

P. Room Assignment

APPENDIX J

MRS. ANNA LIPWORTH'S PAPER

ON

CREATIVE MOVEMENT

ANNA LIPWORTH, CONSULTANT
PROJECT CAREER/HANDICAPPED

A: WHAT IS DANCE-DRAMA?

B: HOW DOES DANCE-DRAMA RELATE TO THE NEEDS OF HANDICAPPED YOUNGSTERS

A: What is Dance-Drama?

Dance-Drama is a snythesis of dance -- i.e., a creative dance experience (which includes and tends to reinforce some basic ideas implicit in ballet, modern dance, pantomine and eurythmics), while on the other hand becoming its own unique expression. However, in order for it to be assimilated, one is not dependent upon a prior knowledge of any one or all of these dance forms.

The way individuals live is their poetry - and dancing undergoes changes, particularly as the child's experiencing of his or her own body as being sacred and beautiful becomes translated into the dance. We may dance stories, poems, classical and popular pieces of music, etc. - and we may radiate ugliness, despair, sadness, joy and laughter in our dance; but we have learned from the great artists of the Mime how to do these things beautifully.

Dance is essentially democratic in that it is something everyone can do. It is essentially spiritual - in its essence dance comes close to being the all sound, the almost unbelievable source of life itself, only coming in touch with the deepest and most unconscious source of our spiritual lives.

In my mind's eye I can see this essence where past, present and future are all reflected in the primary movements of the beginner -- creeping then crawling, walking then running, skipping, jumping, leaping, twirling -- truly all of these developmental gestures should be taught as basic movements of the dance. In this way, original movements are again being roused and then finally reinforced and exploited for all of their dance potential.

The quality of myself is in my dance. It speaks to me the way relived dreams sometimes carry one off into space and time. Dance is part of space and time because it is rhythmic, flowing, and connected; the purest expression of balance, next to personal psychological integration.

To begin with, however, one must proceed at a level where dance is essentially informal, where it simply reinforces very essential and primary personal experiences in motion itself. Thereafter, one makes use of these motions as the beginning structure whereby form and design originate.

We do this through the use of exercises, such as rolling, writhing, crawling, swimming (make believe), flying - i.e., leaping, twirling, head rolling; also through the use of animal studies - in particular the flight of the bird, where movement is all a function of grace, involving slow and rapid speeds - games of eternal flight, perpetually created through the dance of life itself.

The fundamental thrust of the kind of dance I am talking about as opposed to others is the reinforcement of central developmental experiences in the life of the individual whereby all growth of physical and aesthetic skills in their relationship to dance will be a reliving of primary levels of coordination. This is in sharp contrast to the rather mechanical art of ballet, and also for that matter certain repetitious and somewhat moribund exercises of modern dance.

Within the wisdom of experience lies the essence of dance in the various parts and elements of our nature; in the creative urge for a kind of primitivity, wishing only to express itself simply..... From this, then, come certain aspects of surprise, playfulness, and the right to express one's dreams and nightmares in a variety of movements; life and death interwoven like branches on a tree.

One person's dream
is another's paradise,
one lifetime is all
there is to use for
the next one,
and these are our
spaces to move in.....

Moreover, dance is in the hurt and in unconscious hurt, and in the essential moments of our lives. It grieves when grieving is essential to the growing awareness of where pain really lives, to the naming of the pain itself..... as we are, and have been, so we dance. I really believe that everyone who lives openly can dance. Furthermore, for those whose natural instinctive patterns in relation to dance is conditioned by a kind of a priori understanding, that in addition, these people can become very artful; (in the sense that artfulness in these terms can only mean being in touch with, and in having access to the deepest layers of instinctive and unconscious movement).

I wonder if the kind of dance I am describing is best experienced in a totally natural setting where nature itself becomes the total teacher..... where sounds, gestures, cries emerge as the most fundamental expression of man's primal music. In nature we may find and explore primary rhythms by the use of a kind of body language. In our kind of dance, we listen to and act out essences in nature itself. And with this process one is always automatically regaining the primary sense of a child's vision.

Within this context therefore we have not only the freedom, but the license to move ahead in space, and back in time. Dance then is an instinctive physical expression which is most simply a form of integration in action.

What are the Origins of Dance-Drama?

Dance has origins out of the distant past which are for our purposes historically relevant; when dance and ritual merged to become the ultimate fulfillment of mans real need for survival and personal expression. The key at that time was being in touch with experiences that were considered threatening or sacred. Dance as a form of ritual on this level was simply an effort to modify or control certain aspects of living which interfered with mans own sense of power, the loss of which in effect, rendered him helpless.

B: How Does Dance-Drama Relate to the Needs of Handicapped Youngsters?

Handicapped youngsters must learn for themselves, how to modify and recreate on very concrete levels, an emotionality which can help them to adjust and deal with a society which is really based on the needs of its more fortunate members. Thus, they need aids to more fully communicate with issues which require commitment, awareness and common sense.

The point of view already established in the first part of this article, i.e., what is "dance-drama" applies it still equally well to the needs of the handicapped. The exercises, the rationale for them, their relevance to normal development for the normal child does not change in any essential way as it applies itself to the needs of the handicapped. However, let us look at each specific handicap systematically and locate its particular relevance to creative dance drama.

THE BLIND

Man in an evolutionary sense is a primarily visual animal. His greatest achievements arose out of his ability to see and construct. The blind are not in contact initially in this way with the world around them. At first the blind child feels the world as being formless and void, space and time having no beginning or end except as the body intervenes. Urgencies of the body require movement: time comes into being then through the rhythm of the day; the need to go places and do things.

Blind youngsters learn how to be in touch kinesthetically with the world. They learn to touch, and find out that touching is concrete and secure. They depend at first on that sense which gives them the greatest security, then on hearing, and ultimately they become conscious of yet another faculty.....to help determine what people really mean, or to put it differently whether they mean what they say, i.e., the faculty of intuition.

Dance in the way that I teach it for the blind will simply recreate through their own senses but with an added dimension of creative movement, things which they actually know but which at first had to be painfully understood. I will teach them the poetry of movement as it relates to sounds, to music, to poems, to being totally in touch with their own bodies - not quite so painfully.

The exercises which are already established as being workable for normal children and adults will need to be related as instruction primarily through the use of touch; the semantic aspects of teaching are rather important at this level because it is here that words become very critical. It is under these circumstances therefore that we often turn to poetry as a major synthesis of language itself. Just imagine a blind child moving to this poem.....

I like to leave the bed unmade,
It smells like I'm still sleeping
For then I can live between two worlds
With each of us together.
I know the telephone is crying for attention...
A minute more
It's not the telephone at all
But celebrations of a brand new kind
Ringing from the watching walls.

Have we ever really seen blind children dancing or working out a choreography as a team, or seen one with a more developed innate gift dancing by herself alone on a stage. I have in my minds eye; and in reality as well. Very young normal children do it by instinct, relying very heavily on a lot of kinesthetic language as the basic modality for movement. And our blind children and young adults have not been saved thank goodness from being very young. So, they too can learn.

THE RETARDED

Mental retardation which exists on organic, cultural and achievement levels is a reflection of limitations in a given culture for providing adequate prosthetic aids which will enable the retarded to find satisfactory ways of expressing themselves.

The manner in which retarded youngsters relate inter-personally is by bringing things down to very concrete levels of understanding. The mixed diagnostic picture of brain damage, psychotic behavior and or hyperactivity is a particularly difficult management problem. How do we apply creative dance-drama to these peculiarly handicapped human beings. We start simply by making no assumptions about their limitations in areas of creativity or need for spiritual expression.

Because of problems which have to do with very poor self-image, the retarded move about rather gracelessly and most conspicuously with bad posture. To begin with, creative dance can be introduced through the use of simple theatre techniques - walking across a stage for example; what a concrete exercise (as an opener) in creative movement. And it's fun and really thrilling to walk across a stage for almost anybody - especially when there is an audience. The retarded need awakening just like normal people do. We just have to dig a little deeper and perhaps in areas where we haven't gone before.

Things have speeded up so much in our society that reasonably equipped people are having trouble with the pace. Just think of the difficulties our retarded kids face with an internal time clock that only clicks at odd intervals.

Briefly then, and to repeat, retarded youngsters can do all the exercises described in the first section. I simply teach them to begin with what they have already done. Only this time they learn by example to do it better. They crawl, creep, skip, run and jump, twirl, leap, etc., and we put it all to music or to mime, or painting or poetry and that's how we start. Sometimes we have to relieve the spirit by giving it something to feel good about in order to break through the rigidities of the mind.

In some way I feel a sense of urgency here. We need to make it happen for them and for all our kids because at some level our own lives, our very survival depends for whatever reasons on really getting through.

THE DEAF

Movement, and pantomime in particular, are natural facilitators for the deaf for much that is creative in them to do. What they cannot hear as sound they feel as rhythm and vibration. They see, therefore, the effects of movement are apparent to them. The theatre of the deaf which is now in existence and functions as a mime troupe is an extrodinary spectacle which looks something like a hymn to the religion of silence. There is a marvelous song that for me so exemplifies the artistry of the deaf. I believe it is called "Silence is Golden but our Eyes can See".

One who teaches deaf children or adults any art form should work primarily in the beginning with their hands. I have had a normal pupil of mine move in pantomime to the song "The Sounds of Silence" by Simon and Garfunkel with some of the alphabet gestures she learned from a deaf friend. I have often wondered how a deaf person would have done it. The teacher of dance-drama in such a situation must be able to communicate something to the deaf about how the music actually sounds as well. Her own artistic expression must be equal to the natural artistry of the deaf in these areas. Our deaf children like all children tell us in one way or another how and what they really need to learn. All we have to do as educators is to listen very carefully and to observe with patience, for it is here in my view that the practicum of teaching really begins.

THE EMOTIONALLY DISTURBED

To be as overtly disturbed as many of our kids are in the schools (to say nothing of latent disturbances, which go relatively unnoticed) tells us something more about what is lacking (sensitive testing notwithstanding) than what the disturbance is all about. Generally speaking it tells us about a lack of centrality in the individual where deep and painful experiences have lain dormant, resulting in self-destructive expression or anti-social behavior. It shows us kids who slowly, and with at first unnoticed withdrawal from the world, reacting to what appears to them as the unreal reality of life around them.

Furthermore, we have character disordered kids with a mixed baggage of etiological descriptions. Youngsters who show the beginings of inappropriate response - covering up what later sometimes becomes overtly painful and psychotic behavior. And the uneasy looking kid who later becomes drug addicted; or in the words of a modern poet "Looking for an angry Fix". What can creative movement, or dance-drama do for these human beings? First of all, it slows them down. It is at this level that the emotionally disturbed can begin to flow.....rhythm, music, is always the first "turn on".

When youngsters become disturbed emotionally it's because they have not been able to say the things they want to say; do the things they want to do; feel the things they want to feel; or, cry tears they can't cry.

Interpretive movement, even if in the beginning it is awkward, stifled, or disdainful, is always real. It tells us everything about a person - all

the things, if we really want to help them that we need to know. It is being in touch with instincts; undercover feelings - feelings that sometimes cannot be expressed in words.....

Something you can't hide
Says you're lonely
Hidden deep inside
Of you only
It's there for you to see
Take a look and be
Burn slowly the candle of life.....

Is it not out of this feeling that much of art in all of its forms originates?

PERCEPTUAL LEARNING HANDICAP

The perceptually handicapped youngster lacks space-time orientation; is undeveloped in areas having to do with perceiving symbols, decoding them accurately and putting them into operational form. In relation to this limitation, they have various degrees of learning disability. The extent and nature of the disorder varies depending on the severity of the dyslexic pattern. It goes without saying what the benefits of movement would have for these kids, whose capicity for abstraction is so variable and unsettling. To give freedom to their form, to their bodies, which have had so many intellectual constrictions is simply a way of giving a sense of wholeness where it does not exist - purely on psychophysiological levels. It reduces things at once to concrete experiences implicit within the nature of movement itself.

Thus, perceptual disorder when it includes difficulty with gross, and/or fine motor control requires an approach which begins at first in the appreciation of simple rhythms. After this we can include words and act out the meanings of both sounds and words. Then, from basic sounds, words and primary rhythm, we move into the realm of music.

If a dyslexic youngster can begin to create his own music through the use of drums, cymbals, tambourines, clapping, etc., and then ultimately listen to contemporary recorded music where words and music are connected in almost the same way that impressionist art is revealed, we have the beginning of what it means to be in touch or in having access to some of the deeper levels of human emotionality. The feeling which produces the painting, the feeling which produces the music, expressed in poetically related messages through words that are sung, concretely helps the youngster act out what the music is saying. This very simply is dance-drama.

Moving in relation to space-time dimensions tends to eliminate thinking, thus becoming a way of inducing total relaxation within the framework (structure being so important for learning disordered kids) of movement. The hyperactivity of perceptually handicapped youngsters is well known. If creative dance can help pacify intellectually fractured responses, it is conceivable that within the process of dance expressionism we sow the seeds of some form of physical integration.

PHYSICALLY HANDICAPPED

This is a particularly difficult area of disability to cope with in the area of dance-drama. One in which in order to proceed sensibly the actual priorities of these severely afflicted kids have to be understood solely at first in their own terms. In other words they have to tell us what works and what does not.

If youngsters are in wheel chairs or on crutches we have to work with parts of their bodies which are still mobile. One can for example make a kind of puppet show with the fingers alone, run it down to the elbows and up to the shoulders, as an exercise in release. We have to begin somewhere and work with whatever is intact enough to use as a vehicle (physical limitations notwithstanding) for the beginning of creative expression.

Just listening to music played through a good sound system and really hearing it, the detail, the emergence of counter rhythms, the heavy beat, etc., can induce at first a kind of swaying motion. The next projection would be the neck and the shoulders, and finally opening and closing the eyes, nodding up and down.....letting thoughts go, and hearing through a kind of inner meditation, the interstices of primary sound.

If there is real speech impairment as a corralory to physical disability, efforts at group singing along with the use of instruments that are easy to use, e.g., tambourines, drums, etc., will prove helpful. If we get as much of the whole person involved as possible the probability of a relatively whole response is increased.

TO SUM UP:

There is so much more to say and this is simply the beginning. Obviously much more needs to be written about the problems and realistic processes of teaching the handicapped the art form of dance in all of its related areas of artistic expression. But for now let me say briefly again that dance in whatever form it manifests itself is for everyone.

Furthermore, I should like to touch briefly on the real probability of youngsters ultimately teaching each other, and finally of <u>even creating a profession of teachers of the handicapped which is governed by the handicapped themselves</u>, whereby the teacher herself is handicapped. Who knows better in an ultimate sense, how and what to teach, than the very individuals themselves whom we are trying to help. In the final analysis they have the potentiality of becoming their own best educators; and we are trying to teach them, aren't we, to teach themselves?

APPENDIX K

PARENTAL CONSENT FORM

RANDOLPH PUBLIC SCHOOLS
AUXILIARY PUPIL SERVICES
40 HIGHLAND AVENUE
RANDOLPH, MASSACHUSETTS 02368

ROBERT D. SAYRS
DIRECTOR
LUCILLE LURIE
SUPERVISOR

October 10, 1972

Dear Parents,

The Randolph Public School system has been selected by Project CAREER as one of three pilot sites in Massachusetts for the development of a career education curriculum during the school years of 1972-73 and 1973-74.

Project CAREER is primarily concerned with developing curriculum in Guidance, Special Education, Elementary, Secondary and Post Secondary programs which will implement career opportunities and awareness. The program and curriculum will provide the means for students enrolled in the pre-vocational class at the North Junior High School, to explore occupational clusters as well as to aid them in evaluating their own characteristics and needs in relation to career choices.

Enclosed is a sheet describing the program and a parental consent form which will require your signature for your child to become a member of this career education program.

We hope for your continued support and assistance in order that we might provide quality education and training for future job placements.

Please return this form to me as soon as possible.

Thank you for your cooperation.

Sincerely,

Mrs. Frances Berger

RANDOLPH PUBLIC SCHOOLS
40-42 HIGHLAND AVENUE
RANDOLPH, MASS. 02368

Project CAREER Parental Consent Form

(Blue Hills - North Junior High)

September '72 - June '73

Your (son, daughter)_____has been selected to participate in a career education program under the auspices of Project CAREER and the _____School System.

This program is integrally related to the special education program in which your child is presently involved. Project CAREER emphasizes career awareness, exploration and skill development. We request your permission to have your child assigned to the program and provide approval for (him, her) to attend field trips, to visit local businesses, to have (his, her) picture appear in educational publications or slide tape presentations. The ultimate goal of this program is to prepare and implement a career education curriculum which would ensure that your child has achieved the necessary skills for the world of work. You will be informed of the progress of your child on a periodic basis.

_____ _____

Signature of parent or guardian Date

CAREER EDUCATION: BLUE HILLS REGION

CAREER EDUCATION - Career education is an on going educational process from Kindergarten through Adulthood.

This career education process involves four major elements:

Career Awareness -- To familiarize younger students with their future roles as workers.

Career Exploration -- To provide opportunities for students to explore potential careers through visitations to business and industry, simulated and real work experiences, and related classroom activities.

Skill Development -- To implement the above career experiences of students into realistic training activities for the purpose of developing the necessary skill for job placement.

Job Placement -- To secure employment in current and emerging careers suitable for each student and to provide for folow-up assistance.

PILOT PROGRAM

The over-all development of one career education program for students of the Blue Hills Region will focus on the development of a model curriculum involving the Resource Class For Students with Special Needs at North Junior High School in Randolph, Ma. The objectives of the program will be:

1) To develop appropriate material for units on career exploration.

2) To explore a variety of career options.

3) To provide opportunities for inter-relation of school subject matter.

4) To focus on learning through real life experiences.

PROJECT CAREER

The title CAREER is an acronym for Computer Assisted Research for Educational Relevance. Project CAREER is financed by a federal research and development grant funded for an initial three year period from July 1 1971 to June 30, 1974.

The Special Education Component is administered by Mr. Sumner Rotman. Mr. Ronald Linari serves as Occupational Resource Specialist and Mr. Peter Carroll as Assistant Occupational Resource Specialist.

Project CAREER in the Blue Hills Region will demonstrate the efficacy of developing career education programs, curricula and materials to prepare students for gainful employment.

APPENDIX L

EVALUATION BY THIRD PARTY

P-S-Y-C-H-O-M-E-T-R-I-C-S I-N-C.

E-V-A-L-U-A-T-I-O-N S-E-R-V-I-C-E-S

PROJECT

EVALUATION REPORT

PHASE I

OF

PROJECT CAREER/ CAREER DEVELOPMENT

PROCESS FOR THE HANDICAPPED

SUBMITTED TO:

Sumner Rotman,
Project Administrator
301 North Main Street
Randolph, Massachusetts 02368

SUBMITTED BY:

Robert J Reid,
Director of Evaluations &
Measurement
Psychometrics Inc.
34 Hudson Street
Falmouth, Massachusetts 02540
[617] 548-9393

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I. INTRODUCTION:

A. PURPOSE & SCOPE OF THIS EVALUATION REPORT

Robert J. Reid, Director of Evaluations & Measurements of Psychometrics Inc., was contracted to act as the Third Party Evaluator for Project Career's component: PROJECT CAREER/CAREER DEVELOPMENT PROCESS FOR THE HANDICAPPED. The exact evaluation services agreed on in a Fixed Price Contract (dated October 11, 1972) are as follows:

(1) SCOPE OF PSYCHOMETRICS INC. SERVICES:

Psychometrics Inc.; 34 Hudson Street; Falmouth, Massachusetts 02540, (617)548-9393 shall act as the third party evaluator to Project Career/Handicapped by providing the following evaluative services:

(a) Psychometrics Inc. will conduct a process evaluation of all administrative activities of Phase I only of Project Career/Handicapped as they have been implemented to-date in order to assess the following administrative input:

----the extent to which these administrative activities have adhered to the project proposal statements of intent

----the effectiveness of these administrative activities in the accomplishment of the project proposal objectives

----the degree of efficiency of these activities relative to the proposed schedule of project accomplishments

----administrative, creative use of any observed activities and/or results that were unanticipated outcomes resultant from total program activity

----assessment of the effectiveness of the project's administrative structure

----assessment of the effectiveness of individual administrative personnel action and decision-making procedures relative to implementations of project activities and accomplishment of proposed project objectives

I. A. (cont.)

----assessment of staff communications in terms of ADMINISTRATIVE STAFF

Understanding of roles
project procedures for
implementation of tasks
procedures for utilization
of sharing of activities
feedback procedures for
effecting decision-making
actions; procedures for
assessing impact of project
activity implementations.

Project Staff
ORS
Resident Intern
Pilot School
Staffs
Consultants
and Contractors

I. B. DOCUMENTARY AND REGULATORY BASIS FOR THIS EVALUATION REPORT

This evaluation report will focus primarily on the various relationships between those objectives as they have been stated in several program documents and what the evaluator through his association with the project can ascertain are actually in the process of being accomplished—have already been accomplished—or are not being accomplished.

The program documents utilized as the basis for this evaluation process are:

----PROPOSAL FOR AN EXEMPLARY PROJECT IN VOCATIONAL EDUCATION-Project CAREER/ Handicapped (dated June 5, 1972)

----PROJECT CAREER--Draft of Comprehensive Project Plans-All Components (dated September 1, 1972)

----Quarterly Report July 1, 1972-September 1, 1972
Project CAREER/Handicapped (dated September 13, 1972)

----Interim Report-Project CAREER/Handicapped (dated October 10, 1972 (DRAFT)

In addition, this evaluation report is based upon the precepts and format guidelines contained in several U.S. Office of Education forms of literature that stipulate the role of the independent third party

I. B. (cont.)

evaluator. The evaluator has adhered to these guidelines where they seemed appropriate and applicable to this project's PHASE I Evaluation. These several sources that delineate this evaluator role are as follows:

------PREPARING EVALUATION REPORTS OF EDUCATIONAL PROGRAMS: A GUIDE FOR AUTHORS--Hawkridge, Campeau & Trickett (October, 1969 U.S. Dept. HEW-OE)

------Stenner, A. J. and William J. Webster, Educational Program Audit Handbook, The Development of Educational Auditing: Arlington, Va. dated 1971

------Morgan, Robert L., An Approach to Evaluation ERIC No. ED-042-910; dated 1970.

------U.S. Government Memorandum dated July 25, 1972; From: Chief, Program Development and Operations Branch, U.S. Office of Education SUBJECT: Contracting for a Third-Party Evaluator

------Office of Education PROGRAM REVIEW INSTRUMENT: dated 8/6/70

------Office of Education Brief: "Educational Accountability and the Educational Program Evaluator" W. Stanley Kruger; dated 1/6/70 Developed by the Division of Plans and Supplementary Centers, Bureau of Secondary & Elementary Education U.S.O.E.

------QUESTIONS AND ANSWERS---Programs for Educationally Deprived Children. U.S.O.E. dated 1972.

------U.S. Office of Education P.L. 90-576; excerpts as applied.

In addition, this evaluation report is based on the following:

The following Evaluator observations, interviews, meetings and conferences:

(a) Monday, October 2, 1972---Preliminary Conference between the Evaluator-Project Career Associate Director-Project Career/Handicapped Project Administrator and the Project Career/Handicapped Assistant Administrator.

(b) Week of Monday, October 2-Friday, October 6
Complete review by the Evaluator of Program Activities to date in Phase I of operation.

(c) Submission of Evaluation Contract to Project Career Director for approval.

(d) Wednesday, October 11, 1972--LEA ORS Conference. Evaluator met with Project Administrator--Asst. Administrator-3 LEA ORS: - Resident Intern

(e) Tuesday, October 17, Met with Project Administrator and Asst. Administrator to conduct final program review and verify by documentation program activities.

(f) Wednesday, October 18, 1972-Write evaluation report

(g) Tuesday, October 24, 1972, deliver final copy of evaluation report to project administrator.

I. C. EVALUATORY CRITERIA FOR THIS REPORT

Since the Project's major activity thrust in this first phase was in establishing and developing the administrative and staffing capability with which to launch the career education program, this evaluation report will concentrate on three major project activities and their interelationships with each other and their accomplishment of stated project proposal objectives:

(1) Administrative activities assessment already delineated (see section I A. this report.

(2) Cost transportability for the Project's Phase I operations

(3) An evaluation of the project's plans and activities as they relate to the development of a pilot demonstration unit. This evaluation of the project's first step in implementation of the eventual instructional component will address itself to

I. C. (cont.)

the following assessment questions:

A. Do the project's plans and activities coincide with the program proposal statements of intent in terms of initial development of the instructional component?

B. Are these activities effective in terms of creation of a viable curricular model that is relevant in terms of career orientation and is based upon appropriate behavioral objectives?

C. Have appropriate plans been made for the development of an evaluation schematic which will give useful, decision-making feedback to the project staff?

D. Do these developmental plans and activities coincide with the total goals and activities of all other Project Career Components in a supportive and complementary manner?

E. Do these plans and activities elicit support and endorsement from: LEA pilot school staff, ORS staff members, Career Education Team Members and educational professionals in general?

II. SUMMARY

The chief objective of Project Career/Handicapped is to develop and perfect a specialized educational environment that will give the handicapped (the blind---visually impaired---deaf and hard of hearing---speech impaired---crippled and physically impaired---mentally retarded---seriously emotionally disturbed) an educational opportunity equal to the non-handicapped.

Phase I of this Project was primarily directed toward the creation of the processes, staffing and curricula components that would facilitate creation of this environment in the ensuing phases of the project. These developmental processes were seven in number:

PHASE I DEVELOPMENTAL OBJECTIVES:

(1) Career Education Curricula:

Develop and field test career education curricula designed to meet the specialized educational needs of handicapped persons-K-14.

(2) Remediation Processes:

Review Project Career's behavioral objectives for possible modification and implementation into career education curricula.

(3) Public and Private Resources:

Involve and solicit public and private resources outside the project to assure relevance and supportive activities.

(4) Placement and Follow-up:

Design and field test placement procedures tailored directly to the individual needs of handicapped persons.

(5) In-Service Instructional Needs:

Inputs in terms of individual handicapped person's needs to project workshops and in-service workshops for LEA instructional staff.

(6) Pre-Service Instructional Needs:

Develop an accredited course dealing with career education for handicapped students and field test it.

(7) Results Dissemination: Plan the materials and procedures in a manner that will facilitate the process of sharing findings with other educational systems.

II SUMMARY

B. PROGRAM CONTEXT

Career Education Teams have been established in three local education agencies. These Teams have been staffed and are in process of final development of the implementation activities of Phase I. This includes creation of a demonstration unit which will begin serving handicapped students by October 30, 1972. These three LEAS seem to the evaluator to be appropriate choices since they collectively meet the proposal stipulations as to the complexion of these sites:

Springfield--Urban
Milford------Comprehensive
Blue Hills---Regional-Vocational

In addition to the CET developments, the Project is composed of a central staff that coordinates activities within the project and interfaces with other Project CAREER components in continued development of curricula components.

C. PROGRAM ACTIVITIES

The evaluator through the various activities of interviews, conferences, and meetings; plus a complete review of all available project documents that relate to Phase I since program inception, is able to verify the fact that during the past three and one half months of concentrated planning and activity this Project has met its stated project objectives stated as [1] through [6]. Up until the past month the evaluator has seen evidences that documents the fact that Objective [7] was also being met.

D. RESULTS, CONCLUSIONS & RECOMMENDATIONS

(1) The evaluator feels that ample evidence has been presented to him to enable him to ascertain that the administrative

II. D. (1) (cont.)

activities carried out by the Project Career/Handicapped staff have been both appropriate and effective in terms of accomplishment of Phase I statements of goals and objectives as delineated in the project proposal. Special mention is appropriate in terms of the amount of accomplishment by the Project Administrator and his Assistant Administrator. The degree of administrative capability and the degree of concentrated effort necessary to bring the many developmental components of Phase I to the state of fruition and readiness for the next phase of this project is a tribute to the diligence and expertise of these two Administrators.

(2) The evaluator's on-site conferences with the Occupational Resource Specialists from each of the three LEAS indicates that these staff members are very knowledgeable and experienced in the field of Vocational Education per se and have become even more knowledgeable in the area of Career Education for the handicapped as a result of their project experiences. In addition, these Occupational Resource Specialists displayed administrative facility and a realistic understanding of their project roles that indicates that they will be effective assets in the ensuing phases of the Project.

(3) NOTE: the evaluator did not have the opportunity to assess the capabilities of other CET staff members, but has reviewed their backround resumes and finds that they all more than meet the staffing specifications of the Proposal.

(4) The evaluator had the chance to observe the inter-facing activities of CAREER/Handicapped processes and the supportive processes of the other Project Career components. These inter-facing activities are on schedule and have to date been extremely productive. Plans for continued action adhere effectively to the objectives of ensuing phases of Project CAREER/Handicapped.

III. EVALUATIONS

A. PROJECT GOALS AND OBJECTIVES

Project Career/Handicapped has the primary objective of creating a very specialized educational environment that will serve handicapped students to the point of giving them an educational opportunity equal to that given non-handicapped students. That this educational environment will accomplish five basic programmatic goals:

(1) expose these handicapped students to the world of careers.

(2) educate them to the vast array of occupations that exist

(3) to develop the prerequisite skills and knowledges they call for

(4) to know where one's skills and knowledges place him in the educational/occupational spectrum

(5) to find success in obtaining access to the entry level occupations and continued educational/occupational opportunities realistically open to him.

The process of meeting this goal is to develop, test, and evaluate an experimental career educational process involving four primary features:

1. Awareness
2. Exploration
3. Development of Skills
4. Placement

The developmental activities of Phase I of Project Career/Handicapped rest on seven primary development objectives:

(1) Career Education Curricula

(2) Remediation Processes

(3) Public and Private Resources

III. A. (cont.)

(4) Placement and follow-up

(5) In-Service Instructional Needs

(6) Pre-Service Instructional Needs

(7) Results Dissemination

Since these goals and objectives are fundamental to the Phase I operation of this project, the following evaluations will assess pertinent goals and objectives relative to the evaluation objectives stated in the introduction to this report.

(1) Career Education Curricula:

The evaluator verifies success of the project staff in the establishment of an interdisciplinary Career Education Team in each of the Project's LEAS. The Job Specifications for the teaching and ORS positions on these teams are included in Appendix A of the Interim Report. In addition, these specifications adhere to the original job specifications as stated in the Project Proposal. Several interviews with the Project Administrator and a conference with members of the CET staffs served to verify the fact that the individuals who filled these positions meet all job specifications. Despite the fact that the evaluator was contracted in October, he has gathered ample documentary proof of the careful planning that went into the Orientation of the C.E.T.s that was conducted at Westfield State College Summer Conference July 17-21. Each C.E.T. was responsible for choosing a feature of career education upon which it wished to focus and upon which it would develop a pilot demonstration unit for implementation in October, 1972. Several documents allow the evaluator to verify that this was accomplished. The primary task of the L.E.A. participants was to develop a written strategy as to how they could introduce career education for the

III. A. (cont.)

handicapped within their local school systems. Appendix A of the Project Quarterly Report contains the three general plans developed. The quality of these plans relative to the project's objectives attests to the fact that this workshop coupled with the additional four weeks planning time (allocated back at each L.E.A. from July 25 through August 18) more than met the orientation-planning goals of this objective.

In addition, the evaluator was able to observe the facility with which the Occupational Resource Specialists handled their scheduled planning at a conference on October 11, 1972, which reflected a great deal of prior planning and orientation (especially in the handling of Behavioral Objective Implementation and verification).

The evaluator has seen the course guide and question sheets developed by Educational Testing Service for this Workshop and feels that they are extremely effective training tools relative to the stated orientation objectives.

Finally, the statements and the verifying documents of Appendix B of the Quarterly report indicate that the Resident Intern's input during this workshop was carefully planned and appropriate.

The activities of the three C.E.T.s have been carried forward. The evaluator can verify the fact that these teams have accomplished the development of a career education curricula with a behavioral objective format and have been completing the activities in finalizing the development and construction of their Career Education Resource Centers. Points 1, 3, 4, 9, 10, of the Occupational Resource Specialists Agenda (dated 10/11) deal directly with the fruition of this planning in terms of finalization segments of curricula development and construction of the Career Education Resource Environment.

III. A. (cont.)

The delineation of specific activities that have been on-going throughout Phase I of this project accomplished by the C.E.T.s have been continually monitored by Mr. Sumner Rotman, Project Administrator and his assistant Ms. Patricia Leonard. Table II of the interim report clearly indicates that frequent formal meetings have been on-going since the program's inception. The frequency of these meetings (over 43 formal meetings in less than a three month period) coupled with the documentary and with the observable evidence of on-site activities witnessed by the evaluator enables him to verify, both quantitatively and qualitatively, the attainment of orientation, development activities and accomplishment of the five basic goals for Phase I:

1. Establishment of a Career Education Team in each LEA
2. To establish preliminary steps for ascertaining which of Project Career's performance objectives are attainable by handicapped persons.
3. To design and demonstrate a Career Education curriculum based on behavioral objectives.
4. To develop procedures for integration of handicapped students in Career Education Resource Centers
5. To increase support of and articulation with Project Career/Guidance (ref. Inter-staff Memo--dated 9/28/72--SUBJECT: Intercomponent Interaction--weekly meeting of Career components heads)

(2) Remediation Process:

The review of the Behavioral Objectives with Handicapped Students in Mind is a technique that was part of the C.E.T. orientation and training. In addition, the evaluator was able to observe the process of development and collection of performance objectives by Project CAREER/Career Development and written in 3 part Mager format. These performance objectives are being validated by personnel in the represented occupations. Then the validation

III. A. (cont.)

process (a complete review by persons presently working in the occupations) undergoes the review by specialists in their fields of disability for modification. The evaluator is able to verify the establishment of the process and the activities to-date of the fourteen consultants charged with the behavioral objective modification process. The names, affiliations and area of expertise of each of these fourteen consultants are listed in the Quarterly Report in Appendix G. These consultants have had two formal meetings to date. They met on September 14, 1972, and were given an orientation to the Project. On October 12, 1972, the consultant team met to establish a trial review of a coding system. Gradations were formulated along with pertinent definitions. A copy of the coding definitions and instructions for review of behavioral objectives are included in Appendix C of the Project Interim report. This meeting also served to establish an estimated time frame for completion of the consultants' review of the behavioral objectives. Some scheduled activities were set up:

I. 65 Occupational Sub-Groups need review. Each containing about 400 behavioral objectives.

II. The team (primary consultants and two assistants) will review 1,200 behavioral objectives (i.e. 3 occupational sub-groups of 400 behavioral objectives each) each week. Approximately four hundred behavioral objectives can be reviewed in two hours.

III. Therefore, 4,800 behavioral objectives will be reviewed each month by the consultant team for each disability.

IV. In the 5 month period 24,000 behavioral objectives will be reviewed in the 65 occupations (February-June, 1973)

After this initial review those behavioral objectives judged unattainable by handicapped persons will be reviewed again for modification and revision so as to make them attainable.

III. A. (cont.)

Through an interview with the Assistant Project Administrator and verification of the affiliations and expertise of the list of consultants, the evaluator is able to verify the existance of this team and of the very high caliber of their backround and collective expertise. In addition, the evaluator is able to verify the accomplishment of the establishment of this team and the initiation of the first steps of its function of accomplishment of objective (2) Phase I. In addition, a time frame, procedural structures and a mode of operation has been established with which to carry the consultant activities into the next phase of the project.

(3) Public and Private Resources:

The three Occupational Resource Specialists have been active in the establishment of a dialogue and have made preliminary contacts with key persons in the fields of industry, state and federal agencies, and parents in their respective LEAS. In addition, they have been in contact with state and federal agencies who they considered could have supportive input into the establishment of their programs. Appendix D of the Interim Report delineates the names and affiliations of these contacts.

(4) Placement and Follow-up:

Placement of students from each LEA School System into their respective pilot demonstration units is being carried out in accordance with the basic screening philosophy stated in the project proposal. The pragmatic-empirical screening process in each LEA on the basis of information in students' files; observation of students and on teacher referral and recommendation seems to offer a broad criteria base that is appropriate to the placement objectives of this project. Table I of the Interim Project report offers an analysis

III. A. (cont.)

of student data utilized for screening purposes.

Table II of the project Interim Report offers verification of the fact that planning for the development of the LEA Demonstration Units has been an on-going occurance since early September. In addition, the evaluator was able to verify the final stages of completion of these plans at the October 11th ORS conference he attended, and the fact that each LEA will be ready to start placement of students within their units before the October 30-31 demonstration day.

Also, as part of their interface activities with Project CAREER/Handicapped; Project CAREER Guidance will aid in processing data analysis of student files through utilization of computor information.

(5) <u>In-Service Instructional Needs</u>:

The Resident Intern met with the Evaluator on Wednesday, October 11, 1972. The evaluator was able to verify that the Resident Intern is on schedule relative to the activities blocked out in Appendix B: Project Quarterly Report (Time Frame for Resident Intern Project Career). These activities consist of initial meetings in August to conduct needs assessment surveys in each of the LEAS from which to develop the contextual data for Curriculum Modular Packets for utilization in mini-courses for each LEA. These mini-courses are scheduled in each LEA as follows:

(a) Milford--October 18 - 2:30 p.m.
November 15 - 2:30 p.m.

(b) Springfield--November 6 & 7 - 2:35 p.m.

(c) Randolph--November 8 & 14 - 1:00 p.m.

The Resident Intern and the evaluator discussed his plan to evaluate

III. A. (cont.)

the impact of his initial mini-courses. The Resident Intern has developed methods to glean feedback data from the participants of these mini-courses via questionaire-survey techniques. The Resident Intern will assemble the data from this feedback for his own use; and, in addition, he will offer it to the evaluator of the Project for future inclusion in the total project evaluation.

(6) Pre-Service Instructional Needs:

The Resident Intern is also charged with the establishment and instruction of a graduate course at the University of Massachusetts that will address itself to the problems of Career Education for the handicapped, and use of behavioral objectives in curriculum. The Center for Continuing Education at the University of Massachusetts has expressed active interest in these plans. They have indicated that they would consider immediate accrediation. This accomplishment by the Resident Intern is not scheduled until after Phase I; however, it is a reflection of his quality of work that such an early interest has been expressed.

Pre-Service training sessions, based on the lessons learned in the mini-courses, will form a continuum by being offered to persons preparing for teaching careers. In this way, new teachers will become oriented to the behavioral approach to career education for handicapped prior to their employment as teachers.

The Resident Intern is in the process of developing a brochure announcing the availability of this course. He informed the evaluator at our October 11th meeting that these activities were on schedule. Both the Mini-courses and the graduate level course have the endorsement of the University of Massachusetts (ref. Appendix H: Project Interim Report).

III. A. (cont.)

(7) Results Dissemination:

Section IV of the Project Quarterly Report delineates the accomplishment of the Phase I dissemination activities.

Appendix E of the Project Quarterly Report documents these same activities and in addition, offers examples of other public relation activities that have been accomplished.

The evaluator feels that relative to the Project Proposal statements of intent regarding dissemination (ref. Project Proposal; dated June 6, 1972; Section IV. 7; page 10 and Section X, page 26) that the Phase I dissemination activities have more than met the proposal objectives in terms of presenting the project activities to the educational profession and to the general public.

In addition, the total complexion of the developmental results of Phase I, more than meet the more comprehensive, on-going dissemination objectives as stated in the Project Proposal in terms of developing and establishing techniques that will facilitate the use of Project Career/Handicapped's accomplishments and findings by other projects and school systems.

III. B. ASSESSMENT OF PROJECT EXPENDITURES-PHASE I

Pages 4•52 & 4•53 & 4•54 of the Project CAREER/Handicapped section of the COMPREHENSIVE PROJECT PLAN which is dated 9-1-72 addresses itself to the Financial Plan of the Project. This document was released half-way through the Phase I process. It has not been ammended as of the writing of this evaluation report; hence, the evaluator feels that this budget information does not deviate to a significant degree from the original proposal.

III. B. (cont.)

In terms of review of the degree and quality of Phase I accomplishment relative to these expenditure amounts, the evaluator judges this financial plan to be realistic and to be valid in terms of educational development and accomplishment.

For details on any changes in this financial plan subsequent to the publication of the COMPREHENSIVE PROJECT PLAN and subsequent to the release of this evaluation report, one should contact the Project Administrator.

APPENDIX M

SAMPLE BEHAVIORAL OBJECTIVES

FROM THE

MILFORD LEA

V. Samples of Behavioral Objectives:

3. Kitchen Helper

A. Related Titles or Occupations:

Cook Helper
Kitchen Hand
Kitchen Man
Kitchen Porter
Kitchen Runner
Dishwasher (Hand)
Dishwasher (Machine)
Pot Washer

B. Job Description:

Kitchen Helper

Performs any combination of the following duties to maintain kitchen work areas and cafeteria equipment and utensils in clean and orderly condition: Sweeps and mops floors. Washes worktables, walls, refrigerators, appliances. Segregates and removes trash and garbage and places it in designated containers. Washes pots, pans and trays by hand. Scrapes food from dirty dishes and wahses them by hand or places them in racks or on conveyor to dishwashing machine. Places silver in revolving burnishing-machine tumbler for cleaning. Transfers supplies and equipment between storage and work areas. Washes and peels vegetables, using knife or peeling machine.

**Job Description from the Dictionary of Occupational Titles.

BEHAVIORAL OBJECTIVE WORKSHEET

1. Instructional Area SCHOOL CAFETERIA - KITCHEN HELPER

2. Learning Domain (check one) Psychomotor X

Affective _____

Cognitive _____

3. Instructional Level (check one) Elementary X Junior High _____

Senior High _____ Post High _____

4. Terminal Objective _____ Enabling Objective X (check one)

5. CONDITION: given dirty dishes, silverware, food trays and a kitchen counter next to a sink

6. PERFORMANCE: Separate the silverware, dishes and food trays by placing silverware into a dishwasher rack for silverware, cleaning and stacking evenly food trays and placing the dishes on the counter nearest to the kitchen sink

7. EXTENT: with 100% accuracy

8. Written By: /s/ Paul J. Primavera

9. Reviewed By: Joan M Bern

BEHAVIORAL OBJECTIVE WORKSHEET

1. Instructional Area SCHOOL CAFETERIA - KITCHEN HELPER

2. Learning Domain (check one) Psychomotor X
   Affective ____
   Cognitive ____

3. Instructional Level (check one) Elementary X Junior High ____
   Senior High ____ Post High ____

4. Terminal Objective ____ Enabling Objective X (check one)

5. CONDITION: Given worktables, refrigerators, walls, counters and meat blocks, damp clean cloth, and a bucket of water with a detergent in it

6. PERFORMANCE: Dip cloth into the bucket, rinse it and clean the worktables, refrigerators, walls, counters and meat blocks

7. EXTENT: with 80% accuracy within time specified

8. Written By: /s/ PAUL J. PRIMAVERA

9. Reviewed By: James M. Berrin

BEHAVIORAL OBJECTIVE WORKSHEET

1. Instructional Area SCHOOL CAFETERIA - KITCHEN HELPER

2. Learning Domain (check one) Psychomotor x
   Affective _____
   Cognitive _____

3. Instructional Level (check one) Elementary x Junior High _____
   Senior High _____ Post High _____

4. Terminal Objective _____ Enabling Objective x (check one)

5. CONDITION: Given an electric can opener, cans of fruit (or any other food in a can) and a kitchen counter

6. PERFORMANCE: clamp the fruit can under the can opener and start the electric can opener with the electric switch

7. EXTENT: with 100% accuracy

8. Written By: /s/ PAUL J. PRIMAVERA

9. Reviewed By: James M Bessino

BEHAVIORAL OBJECTIVE WORKSHEET

1. Instructional Area SCHOOL CAFETERIA - KITCHEN HELPER

2. Learning Domain (check one) Psychomotor X

   Affective _____

   Cognitive _____

3. Instructional Level (check one) Elementary X Junior High _____

   Senior High _____ Post High _____

4. Terminal Objective _____ Enabling Objective X (check one)

5. CONDITION: Unwashed food trays stacked neatly and evenly on a kitchen counter and a dishwasher rack

6. PERFORMANCE: placed the food trays into a rack so they fit correctly into the grooves in a horizontal manner until the rack is filled

7. EXTENT: with 100% accuracy

8. Written By: /s/ Paul J. Primavera

9. Reviewed By: James M. Bennis

APPENDIX N

TABLES

Basic Students Profile in Three L.E.A.s

TABLE I

	Blue Hills	Milford	Springfield
Primary Type of Disability	Educable Mentally Retarded	Educable Mentally Retarded	Educable Mentally Retarded
Number of Students	8	8	12
Boys	6	6	8
Girls	2	2	4
Age Range	13 - 15	10 - 13	13 - 15½
IQ Range	64 - 93 *	54 - 79	55 - 77
Grade Level	Junior H.S.	Elem.-Jr. High School	Junior H.S.

*Some students have been identified as emotionally disturbed.

Table II

Meetings

I. Complete Career Education Teams and O.R.S. From 3 LEAs.

	Date	Place	Purpose
A.	July 7, 1972	Blue Hills	Orientation to Summer Conference and Workshops
B.	July 17-21	Westfield State College	Summer Conference
C.	July 24-August 17	Respective LEAs.	Summer Workshop
D.	August 15	Milford	Discussion of final reports on Workshops - Outline of curricula
E.	August 18	Project CAREER Office	Conclusion of Summer Workshop - Submission of Reports

II. O.R.S. Meetings

A.	Aug. 9	Project CAREER Office	Discussion of direction of Workshop and preparation of pilot unit.
B.	Sept. 11	Project CAREER Office	Meeting with representatives from Division of Special Education
C.	October 11	Milford	Monthly Meeting
D.	October 16	Project CAREER Office	Meeting with Directors of Special Education from each LEA - developing procedures for parental involvement and preliminary methods toward inclusion of handicapped students into main student body.

III. Meeting in Springfield with O.R.S.

A.	Sept. 1	Randolph	Dissemination of career materials.
B.	Sept. 7 a.m.	Springfield	Meeting with Springfield administrative Staff.

C. Sept. 7 p.m.	Springfield	Meeting with C.E.T. and O.R.S. regarding establishment of behavioral objectives.

IV. Meeting with Milford C.E.T. and O.R.S.

A. Sept. 8	Milford	Discussion of new O.R.S. role and development of demonstration unit.
B. Sept. 13	Milford	Presentation to principal and faculty staff at Spruce Street School.
C. Sept. 28	Milford	Discussion regarding plans for demonstration unit.

V. Meeting with Blue Hills C.E.T. and O.R.S.

A. Sept. 8	Project CAREER Office	Preliminary design of demonstration unit.
B. Sept. 21	North Junior High School	Further discussion of pilot unit.
C. Sept. 26	Masters teacher's home	Comprehensive review of team's relationship to LEA and further delineation of pilot unit.
D. Oct. 16	Project CAREER Office	Meeting with principals of Kennedy Jr. High School and North Junior High School

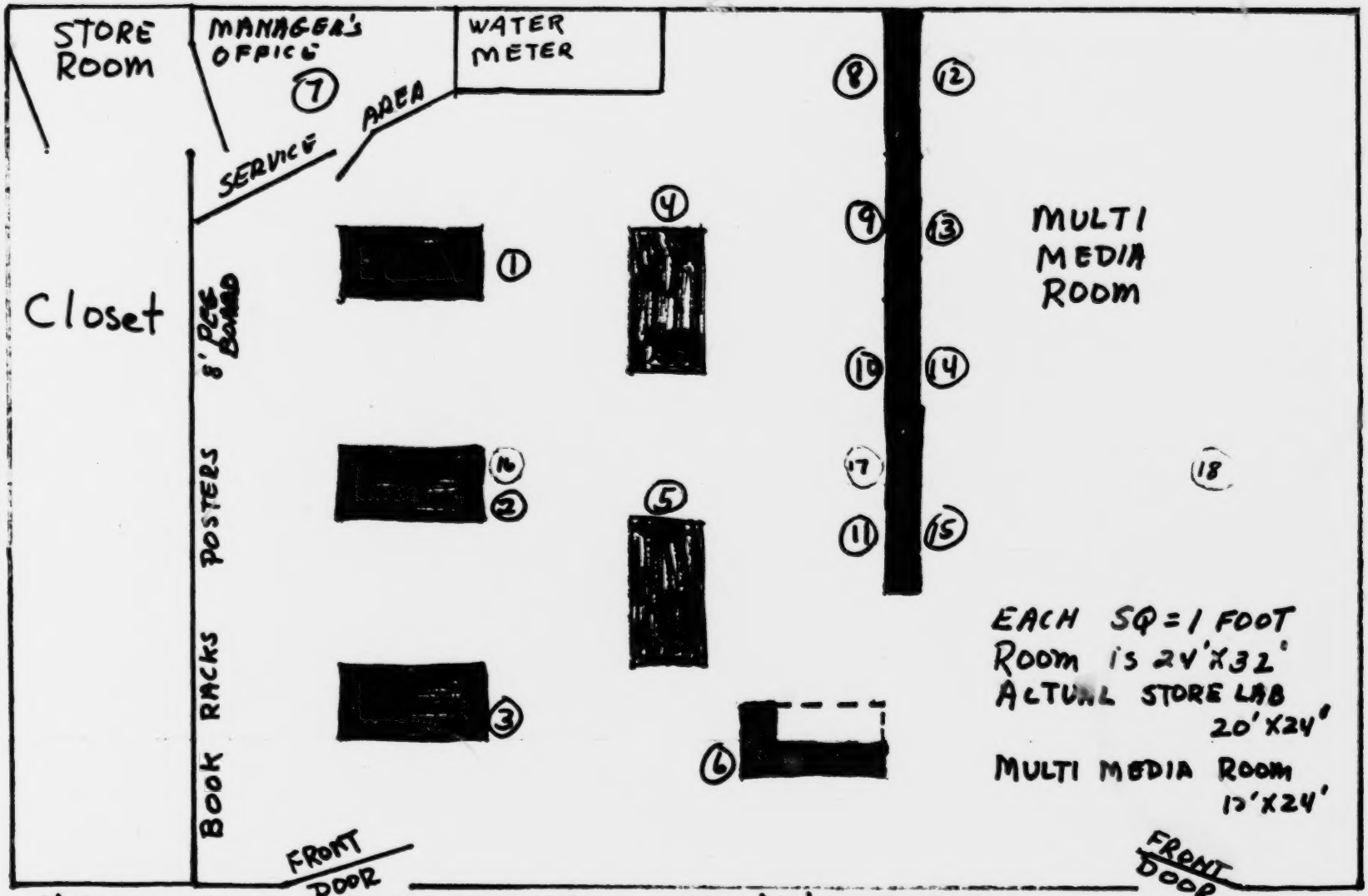
VI. Other - Meetings of note

A. Sept. 5	Nashoba Valley Technical School	Assistance in presentation of Project CAREER's progress report in conjunction with Project MODEL. to Division of Occupational Education.
B. Sept. 12	Blue Hills	Presentation of goals of Project CAREER/Handicapped to 7 Directors of Special Education in feeder schools.

C.	September 14	Valle's Steak House Braintree	C.E.T., O.R.S. and Consultants Discussion of Consultants role in reviewing the overall guidelines of the Project.
D.	October 5	Project CAREER Office	Discussion of North Junior High School scheduling problems with Director of Special Education, Mr. Robert Sayers, Randolph.
E.	October 12	Milford	First regular meeting of 3 Master teachers by their own initiative.
F.	October 12	Project CAREER Office	Simulation of process of reviewing respective behavioral objectives by Consultants.
G.	October 13	Project CAREER Office	Meeting with a graduate student from Boston University regarding preparation for internship.
H.	October 16	Project CAREER Office	Meeting with Directors of Special Education from LEAs. re: demonstration unit and January implementation.
I.	October 18	Milford	First mini-course presented by Resident Intern.
H.	October 19	University of Mass.	Discussion with personnel from Department of Occupational Education regarding accreditation of course: Career Education for the Handicapped.
K.	October 30	Project Director's home	Review of demonstration unit with Washington and Regional personnel from B.A.V.T.E.
L.	November 9	Project CAREER Office	Meeting with 2 nationally respected educators - Dr. Doris Fraser and Dr. Milton Budoff.

Table
Model
Table
Proposed
Set up

SPRINGFIELD LEA
CHESTNUT JR. H.S.



#1-2-3 are 4'X4'X8' Gondolas
#4 is a 2X4 table to hold fruit and veg. (see diag. A)
#5 is a 2X4X3" table to hold frozen foods (see diag. B)

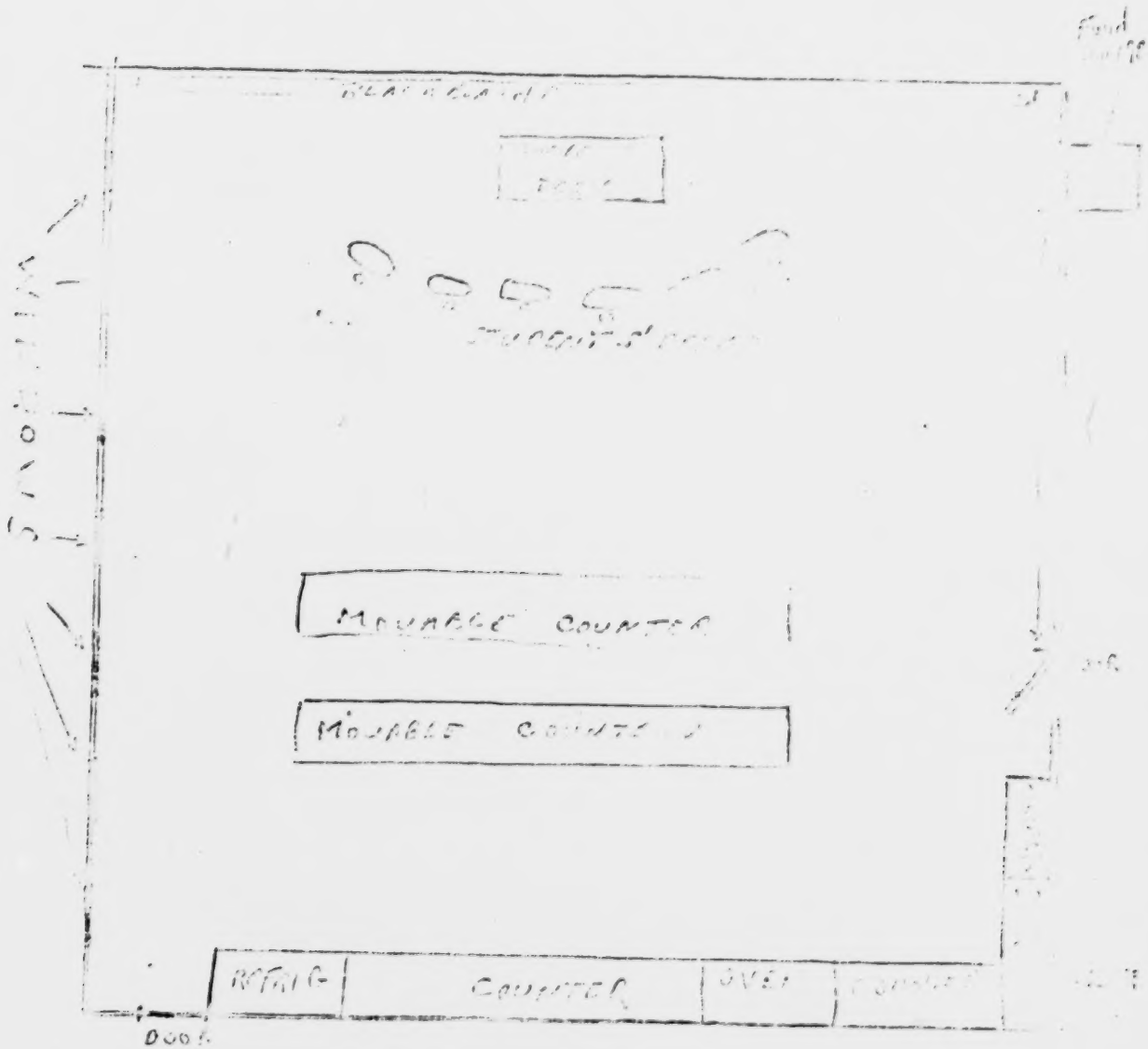
#6 Check out counter (see diag. C)
#7 is a 7' rail 3' high
#8-9-10-11 will have an 8' back as they will be the [illegible]

#8 - Meat counter
#9 dairy counter
#10-11 gondola (see diag. D)

#12-13-14-15 Portable carrels built on table tops (see diag. E)

111

ENVIROMENT DATA:



Career Resource Center

Milford LEA

SPRUCE STREET SCHOOL